

The Clearing House

A journal for modern junior and senior high schools

Vol. 15

NOVEMBER 1940

No. 3

Contents

SPRING TONIC FOR A HIGH SCHOOL SENIOR	<i>Jairus J. Deisenroth</i>	131
FAILURE PREVENTION IN CHICAGO HIGH SCHOOLS	<i>John W. Bell</i>	134
A STUDENT COUNCIL TAKES TO THE COMMUNITY	<i>Edwin P. Adkins</i>	138
SCHOOL WITH A BOMB SHELTER	<i>Louise Lee</i>	141
ART INTEGRATION IN GWYNNS FALLS PARK JUNIOR HIGH SCHOOL	<i>Helen L. Brainard</i>	145
THREE BLIND MICE—PUPIL CASE HISTORY NO. 6	<i>Naomi John White</i>	147
SUPERVISED CORRESPONDENCE STUDY—OPPORTUNITY FOR A BROADENED CURRICULUM	<i>Earl T. Platt</i>	150
AMERICA SINGING: A JUNIOR-HIGH-SCHOOL PAGEANT	<i>Harriet McConnel Marsden</i>	156
"\$100 DOCTORS": THE FACTS ON TODAY'S DEGREE MILL RACKET	<i>Joseph Burton Vasché</i>	159
FOR HAMILTON JUNIOR HIGH SCHOOL: A PHILOSOPHY	<i>The Faculty</i>	164
DESIGN FOR LIVING IN THE ENGLISH CLASSROOM	<i>Ellen Hanford</i>	167
PROFESSIONAL PERIODICAL FACILITIES FOR TEACHERS IN JUNIOR HIGH SCHOOLS	<i>B. Harry Gunderson</i>	171
BABY DAY—A TRADITION AT STAMFORD HIGH SCHOOL	<i>Glenn W. Moon</i>	174
PERSONALITY WEEK: A STUDENT-COUNCIL PROJECT	<i>Estella Dyer</i>	176

Departments

IDEAS IN BRIEF	154	EDITORIAL	179
THE EDUCATIONAL WHIRL	162	SCHOOL LAW REVIEW	180
SCHOOL NEWS DIGEST	178	BOOK REVIEWS	182

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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SPRING TONIC

for a High School Senior

By JAIRUS J. DEISENROTH

THIS PRESCRIPTION will be reminiscent of nothing that you and I ever took for the spring fever in years gone by. But it is intended for the same purpose, that of reviving flagging interest in life and of brightening one's outlook so that he may face the world with a clear, unjaundiced eye. If it please the reader, it is written with purposeful exaggeration, and with some conscious effort to be humorous. If there is something in the prescription to make others who prescribe just a little more useful in their work, or if it will encourage some who are already dispensing a similar tonic, or if a result will be that of a flood of contributions to the store of information of the author, then the doctor will be pleased.

The well known high-school senior, serious in one moment and full of high jinks

EDITOR'S NOTE: *The author here offers ten suggestions for giving high-school seniors some doses of reality before they go out into the world. Mr. Deisenroth suggests that his tonic be given in liberal doses, beginning in March, and ending when the seniors cry "enough!" Realizing how time flies, cliché or no cliché, we are offering this article to readers several months in advance of the period specified. The author is principal of the Bennett Junior High School, Piqua, Ohio.*

the next, withal being high-spirited at all times, is heading for some serious falls in the very near future. If he asks us where we get our information, we call as witnesses all the previous classes, in which we include ourselves.

These seniors are able and daring, some more able and some more daring. They range from the honor society group to the football group (no rating intended), and all need this tonic in liberal doses, beginning, say, in March and ending whenever they cry "enough!"

The label on this bottle of tonic we conceive to be merely a lot of printed information designed to keep the patient from knowing the color of the stuff or the quantity remaining in the bottle. On our "Spring Tonic For A High School Senior" we mark the label with just one simple statement: DANGEROUS IF NOT TAKEN INTERNALLY.

A number of ingredients not usually given to high-school seniors are included. These unusual ingredients are quite inexpensive, but are rather hard to locate, so that the individual principal or guidance director will have his hands full in his attempt to provide the right kind and the right quantity for his group. But let us proceed with the formula for those who can't wait!

1. For that feeling expressed by the quotation, "WPA, Here We Come!"—Let a couple of the boys stand around the relief headquarters for two days.

2. To alleviate the pains usually associated with firm belief in the printed word—Have a committee of girls investigate the fairness and uprightness found in the leaflets and books distributed free and freely to the home-economics classes; have a committee of boys check with a reading glass the advertisements which look like real news, but which always end with an abbreviated version of the word "advertisement" printed in about four-point type. A very mature group could even scan their social-science texts for inspired materials, concerning topics like public ownership, capital and labor, divorce and tariff.

3. For a keener appetite for the actual as compared with the ideal—Send a couple of your drug-store assistant managers to sit through a night court in the nearest large city; also send committees to sit in with the city council of your own town, the school board, and possibly the party caucus meetings.

4. For the relief of that common itching among seniors (and others) to test out liquor and other narcotics—Assign a couple of the school athletes to interview personally or to correspond with several college coaches or professional managers, to learn the real story about the athletes who use liquor, how much they can take and still be good, how long they last, and whether some can stand it while others cannot.

5. For that languid feeling, usually indicated by the temptation to throw down the newspaper after reading the funnies and the sports—A three months' subscription to each of several publications of different types, such as (a) *The Daily Worker*, (b) *The National Republic*, (c) a fanatical religious magazine, (d) a low-brow "art" magazine, to be followed quickly by a similar dose of ordinary good magazines, such as (e) *The Na-*

tion, (f) *The Forum*, (g) *The Christian Century*, (h) *Time* or *News-Week*.

Perhaps the contrast would be strong enough to show at least a few of the seniors what lies before them in the periodical world. Some, too, might be interested in knowing that one important newspaper does not even publish a comic section. That idea, too, would be a real advance in the thinking of a certain segment of the class.

6. For burning pains in the neighborhood of the pants pocket or coin-purse—Set up a room fully equipped with gambling machines, punchboards, racing results, and (with appropriate record keeping) let every boy and girl who has a nickel to throw away do it as he or she sees fit. The school is to keep the profits from the venture, using some of it to publish a complete report on the experiment and its financial success, while the remainder of the profits could be used to purchase books for the library or appropriate pictorial materials for the use of the school.

7. To correct the symptoms of early marriage, quick divorce, and ordinary sexual aggressiveness—Send a group to attend the full proceedings of a divorce case which contains the real elements of marital discord, and which is handled by an experienced court.

8. For the relief of that sublime faith in education, especially the collegiate, cultural kind—Select ten of your smartest seniors to interview some of the local schoolmasters and schoolma'ns, said interview to check on their activities during the recent weekend period. Somewhere along here "the Colonel's lady" should be mentioned.

9. For that over-confidence bred by the specialty magazines in their advertising about "big money in door-to-door selling"—Assign one or more members of the class to spend a day hoofing it with such laborers in the field. (Note: a day with a teacher trying to sell the "Cradle To The Grave Encyclopedia" might do for this portion.)

10. To correct the condition associated with a disbelief in the efficacy of personal religion—Give a committee leave to attend one or more religious meetings of the kind usually found in places like the Salvation Army, rescue missions, and the like.

This is the formula, which can be mixed indiscriminately, or served one part at a time. The shaking of the bottle, so universally mentioned on labels, won't be necessary this time, for if the medicine reaches the right spot the patient will do the shaking.

ing. Perhaps even the school might shake just a little.

It is further recommended that each and every patient write a testimonial, and that this testimonial be accepted in the place of final examinations or other major senior effort as satisfying in full the requirement that every senior know something about what it is all about.

There will be no harm if teachers themselves take an occasional nip from the bottle.



School Productions Have Substantial Scenery at a Low Price

By O. E. BONECUTTER

Dramatic productions have been increasing in the modern high school at the same tempo as, and partially because of, the growth of the motion picture industry. In addition to the regular class plays and musical productions, it is now necessary for the dramatic class to present several plays a year. Classes in social science and English can not close some units properly without a play. Of course, every assembly program would like a new stage setting.

The scenery used in high-school productions has in no sense kept pace with that used in the motion picture industry and whether we like it or not we are being compared with what Hollywood does in the way of stage settings.

In the Junction City, Kan., Junior-Senior High School, a plan of scenery construction has been devised which has made it possible to furnish adequate stage settings for many productions. During the past year scenery was constructed for a stage with a fifty-foot opening which covered it with clouds in several offsets, made it a vast organ, transformed it into a boat, and presented a ten-foot diameter world surmounted by life-sized angels. A stage with a thirty-foot opening became the interior of a medieval castle. A replica of "Tara" 50 feet wide by 16 feet high, fronted with four pillars 2 feet by 16 feet, presented an impressive background for the junior-senior banquet.

The actual construction details are as follows:

The rougher work of nailing reinforcements to the fibre board and giving the scenery a basic coat is done by volunteer or N.Y.A. labor. The actual scene painting is done by the art department. One hundred point fibre board (the kind used in making boxes for heavy canned goods) is purchased in a standard size of 8 feet by 50 inches. When one hundred sheets are purchased at once, the cost is about 45 cents per sheet, including transportation. This is backed up by strips of lumber about 2 inches wide, cut from number 2 white pine. The strips are run around the outer edge and once across the middle. The strips are joined both front and back with corrugated fasteners before the fibre board is nailed to them. The fibre board in flats of irregular shape should first be cut to size and then backed up with the wood at the proper angles.

There will be some warping but this can be remedied when the flats are fastened together. This fibre board takes kalsomine or show-card color equally well. Some flats in the writer's school have been rekalsomined five times and are still in good shape. The flats can be fastened together by various devices. Our regular method is to drill all the 8-foot wooden strips with a 5/16 inch drill eighteen inches from the end. Long pieces of 1/4 inch iron are then run through both holes when the flats are butted together. Temporary diagonal braces hold the scenery upright, with one nail in the floor.

FAILURE PREVENTION:

Chicago schools deal with wide variations in the per cents of pupils failed by different teachers

By JOHN W. BELL

EACH OF THE forty high schools in Chicago is expected to adapt to local conditions the eight-point program promoted by Superintendent Johnson since he assumed his office in 1936:

1. A study of practical ways of adapting the school to individual differences.
2. The development of an effective program of socializing activities.
3. Special English classes for those pupils needing remedial treatment in reading.
4. Improvement of the guidance or adjustment service.
5. A program of character and citizenship training.
6. A systematic plan for contacts with the public in order to improve public relations.
7. A continuous safety drive, with special emphasis on prevention of traffic accidents and the elimination of traffic hazards.



EDITOR'S NOTE: *Why are pupil failures high in some departments of the high schools, and low in others—high in some curriculums, and reasonable in others? Why is it that some teachers fail five or ten times as many pupils as do other teachers in the same department of the same high school? These are among the problems that Chicago high schools are working upon, in and out of faculty meetings. In the belief that boys and girls of high-school age have a right to be in high school, Chicago has reduced the per cent of failures by about 30 to 40% since 1936. Mr. Bell, who explains the program, is superintendent of High School District No. 1 in Chicago.*

8. The prevention of failure and non-promotion.

Chicago's failure rates: In comparison with failure rates in the high schools of other comparable cities, the total failure rate in Chicago was relatively low in 1936, 4.9 per cent for the first semester of the scholastic year of 1936-37. Failure rates for subsequent semesters have been: Second semester, 1936-37, 3.1%; first semester, 1937-38, 2.3%; second semester, 1937-38, 2.6%; first semester, 1938-39, 2.7%; second semester, 1938-39, 3.3%.

The Chicago philosophy concerning failures: Many meetings of Chicago high-school principals and teachers in recent years have been devoted to discussions of failure. All are generally agreed upon the following platform:

1. Boys and girls of high-school age have a right to be in high school. Not only have they a right to be there, but high-school teachers and administrators have an obligation to retain them under supervision until they actually secure employment or are graduated.

2. The high schools must adjust curriculums, methods, and attitudes in such a manner that each individual pupil will actually get the kind of educational program with which he can and will succeed.

But it is one thing for a group to adopt a platform and quite another thing for them actually to adhere to it. Individual Chicago high schools differ somewhat in the degrees to which they adhere to their theory, and individual teachers within departments differ extremely in the degrees to which they abide by the doctrine.

Problems faced by teachers: Realizing that teachers were facing difficult problems in their attempts completely to prevent failure, the board of superintendents of high schools—the assistant superintendent in charge of high schools, and the four district superintendents in charge of the four high-school districts into which the city is divided—sent to each high-school teacher the following simple questionnaire: "What problems have you encountered in your attempt to prevent failures?"

Each teacher reported on his problems, submitting his report to his department head, who prepared a summary for his principal. Principals, after studying the summaries, submitted them to their district superintendents, who consolidated all reports received. The chief problems reported can be summarized briefly as follows:

1. The school system must establish more special schools, special departments within high schools, or special classes, to provide for certain types of pupils for whose needs the high schools as now equipped and constituted cannot provide.
2. Each high school must devote much thought to the problem of making administratively possible that which is educationally desirable.
3. The marking system needs to be overhauled or eliminated for certain types of pupils.
4. Irregular attendance gives rise to many difficult problems which cannot be satisfactorily solved until new methods and materials have been developed. The high school, taking its cue from the private business college, must provide instruction of an individualized type which will make it possible for pupils to attend with profit even though their attendance may be irregular.
5. Certain pupils are so allergic to the present school regimen that all attempts to reach them fail miserably. They will exert absolutely no effort to succeed. Some

even deliberately attempt to fail, in order to achieve release from high school. More effective means of motivation must be developed.

Experienced school people will have no difficulty in supplying the details omitted in the foregoing summary of the problems reported. The greatest problem, from an administrative point of view, is not included among the five problems listed: How shall we convince teachers, principals, and other school officials that the foregoing five problems are real difficulties which should be recognized and understood?

Once all are agreed that these problems constitute a real challenge, an advance toward finding solutions for them can be made on a broad front. It will probably not be possible to arrive at universal agreement on any particular solutions, since the educational profession is hopelessly divided in its adherence to educational theory and practice. But it is probably more important that some solutions be found to the problems we face than that all agree upon any one solution.

A statistical study of failure: Realizing that the Chicago high-school principals and teachers are divided in their views of the problems of failure, the district superintendents in charge of high schools have asked the principals in their districts to submit each semester a report similar to the following actual report of one high school—a report designed to reveal some important facts on the incidence of failure. (See page 137 of this article.)

Interpretation of the table. Each number following "Physical Education", in the column headed *Non-academic Departments*, represents a teacher. A glance at the column headed *Total Teachers* shows that there are four teachers in the department of physical education, as many as there are different numbers (18, 19, 22, 23) following "Physical Education". Each of these four figures also represents the number of pupils failed by one of the four teachers. That is,

eighteen pupils were failed by one teacher, nineteen by another, etc.

Each high-school principal reproduces for all of his teachers a completed copy of the foregoing type of report. Each teacher may then note how her failure record compares with that of her colleagues.

The teacher of English who failed three pupils out of her daily teaching load of approximately 160 pupils is able, for example, to see that she stands at the median of the failure rates in comparison with the other members of her department. Since the teachers within any one department have approximately the same number of classes and an almost equal number of pupils in each class, the raw number of pupils failed is as significant as the percentage of pupils failed. The report is easy to prepare and easy to understand.

Use of statistical studies: The failure reports are discussed in departmental meetings, in general faculty meetings, and in the meetings which the district superintendents hold with their principals. What do they mean? Let us attempt to interpret the segregation of departments in the table reproduced in this article.

First, a distinction is made between the non-academic and the academic departments. It was felt that non-academic courses had been introduced into the high schools largely to provide for the pupil who could or would not perform satisfactorily in the academic type of work. Of course there are numerous exceptions to this generalization, but it seems to have some validity.

Of all the non-academic departments, the department of physical education fails the greatest number of pupils, the commercial department ranks next, the household arts department next, etc. Only the department of industrial arts, consisting of two industrial-arts laboratories or general shops, and two teachers, reaches the hypothetical ideal of no failures.

One may ask, in the light of these records, why the department of physical edu-

cation should fail 82 pupils whereas the department of industrial arts finds it possible to promote all pupils enrolled. Such comparisons and contrasts, and such queries, are valuable to all departments.

The department of industrial arts may be led to question whether some of its pupils have not been promoted who did not merit promotion, either because of a very low percentage of attendance, or a standard of work which would not warrant their continuing technical work in a distant technical high school the following year.

On the other hand, the department of physical education has failed 82 pupils. Each of the four teachers in the department failed approximately the same number of pupils. The department as a whole may be led to ask whether this number of failures is not too high, and each teacher may be led to ask himself such questions as (1) Am I not basing my failures on infractions of discipline rather than on the quality of performance in physical education? (2) Am I really giving to each of my pupils the type of activity which he can and should be carrying on? (3) Are my practices in line with the general philosophy concerning failures which my high school has adopted?

The teachers of foreign languages will have many questions to address to one another. If their teaching loads, theories, views, attitudes toward attendance and acceptable achievements for promotion are comparable, then how explain the fact that one of the teachers fails only two of her load of approximately 160 pupils whereas another teacher fails sixteen? A discussion of these matters tends to decrease the range in the number of pupils failed. As the real problems involved are isolated and systematically attacked they will undoubtedly be solved.

These studies have led the high schools, to varying extents, to take such remedial steps as these:

1. Special committees have been appointed to study the provisions the high

TABLE I*
A CHICAGO HIGH SCHOOL'S PUPIL FAILURES IN ONE SEMESTER, FOR
EACH DEPARTMENT AND EACH TEACHER

<i>Department</i>	<i>Total No. of Failures</i>	<i>Total No. of Teachers</i>
<i>Non-academic Departments</i>		
Physical Education 18, 19, 22, 23.....	82	4
Commercial 0, 2, 3, 4, 4, 5, 5, 5, 6, 11, 14.....	59	11
Households Arts 3, 4, 7.....	14	3
Mechanical Drawing 7, 3.....	10	2
Art 1, 3, 6.....	10	3
Music 0, 0, 3, 4.....	7	4
Industrial Arts 0, 0.....	0	2
	182	29
<i>Academic Departments</i>		
Foreign Language 2, 3, 7, 10, 12, 13, 16.....	63	7
Science 2, 3, 3, 3, 4, 4, 5, 5, 6, 6, 10.....	51	11
Mathematics 1, 6, 7, 10, 10, 14.....	48	6
English 1, 1, 1, 1, 1, 2, 3, 3, 3, 4, 4, 8, 11.....	43	13
Social Studies 2, 3, 5.....	10	3
	215	40
Total.....	397	69

* Each number following the name of a department represents one teacher in the department, and the number of pupils he failed. Each teacher has a teaching load of about 160 pupils.

school should make for the slow and handicapped learner as well as for the accelerated and specially gifted pupil.

2. Principals, the guidance and adjustment service, the assistant principals, and those teachers who assist them in making the schedule of classes, the truant officer, the librarian, class advisers, and all administrative functionaries are developing new ways and means of assisting the classroom and homeroom teachers to make success possible for each pupil.

3. Percentile ranks are being used to supplement absolute marks in many high schools. Classroom and homeroom teachers are devoting their daily adjustment periods to conferences with failing pupils and their parents in order to interpret failing marks, to make clear to both pupils and parents the causes of prospective failure, and the ways of eliminating those causes.

4. Many schools have developed systematic and effective ways of discovering and eliminating the causes of irregular attendance. New methods and materials are being developed for the individualization of instruction, to the end that pupils who attend irregularly in spite of efforts to regularize their attendance will be profitably occupied during the days that they are in school.

5. The pupil who is completely indifferent to everything—to the most attractive offerings in the whole curriculum, to special activities, to the charm of the teacher, to handwork, radio, movies, adventure stories, band, football, and so on—is the greatest problem. Nevertheless the adjustment teachers in the high schools have on record ample evidence that by the use of the formula, "Try everything and then try again", they are succeeding in reaching great numbers of these hyper-allergic pupils.

A Student Council ^{By} EDWIN P. ADKINS *takes to the* COMMUNITY

THE WEST VIRGINIA University Demonstration High School is located on the University campus in Morgantown, W. Va. All of the approximately seven hundred young people comprising the student body are transported from three outlying districts, populated primarily by miners and farmers. They are people with the habits and characteristics of the average farming and mining community anywhere in the eastern half of the United States.

Briefly, the school accepts as its core philosophy the following definition of education: "It is the cultivation of a new understanding of human relations, and is a way of life, rather than the mere possession of a mass of textbook knowledge." To the school the basic question is whether the boy's or girl's behavior meets the demands of community life in America.

It is indeed unfortunate that there has been a tendency in most communities for the school and the public to draw apart. This, of course, is partially the fault of edu-

cators. They have been so preoccupied with improving procedures that they have lost sight of the fact that progress is safe only when it carries with it public understanding and support.

It is obvious that professional educators cannot carry the entire burden of interpreting education to the public. It is quite as obvious that before a modern school can operate efficiently it must have the whole-hearted support, understanding, and cooperation of the community which it serves. Likewise, it follows that if young people of high-school age are to take their rightful places in the affairs of their community upon graduation, they cannot be dragged entirely away from contact with the community for four years and then suddenly be thrust back into it after that period with the assumption that they will fit someplace. Patrons are looking to their schools for leaders, yet high-school pupils cannot develop leadership unless they are given the opportunity to participate actively in an interchange of relations between the school and the community.

Assuming that a public-relations program is essential to the school community, is it not logical that the school itself accept a large part of the burden? And in the school there is no better organization for carrying on this work than the Student Council.

Upon entrance into the University High School, pupils soon become impressed with the fact that they are members of a democratic system, in which each individual is a separate and distinct unit. They also realize that this school is different from most of those they have been attending in that the pupils govern themselves, in large part, through a representative, democratic or-

EDITOR'S NOTE: *In the April 1939 issue we published Mr. Adkins' "A Student Council Goes to Town," an article reporting some of the very unusual activities of the Council of the University Demonstration High School, Morgantown, West Virginia, where the author then taught. Now Mr. Adkins teaches in the Charles Town, West Virginia, High School—but he has an interesting report on the further work of the Council of his old school. This Council also takes an active part in the affairs of the community, is a big factor in the public relations work of the school, and shoulders many other responsibilities.*

ganization called the Student Council. Since they find that every class and every homeroom is represented and that they have the opportunity to vote, by secret ballot, for all officers of their Council, the pupils accept their responsibility almost without exception. They choose carefully and with forethought pupil leaders to represent them. The elected members, in turn, take their positions as confidences placed in their hands by their school and by their fellows.

A few of the activities of the Council are the result of suggestions of faculty members or of other pupils. Most of them, however, are direct outcomes of discussions within the Council-room itself. Among the most important phases of the Council's work is that which deals directly or indirectly with community-school relations.

For instance, one of the activities typical of the Council's work is a program that was given during the past school-year in one of the junior high schools of the community. The patrons and teachers there invited the Council members to come to their school. The various committees within the Council immediately worked out a program and presented it. A part of the time was taken up with a discussion of the University High School, with an emphasis upon student government. The audience included patrons as well as pupils.

Another policy followed by the Council is to hold open meetings at all times. Parents, pupils, former graduates, and others interested in the school are invited to attend any or all of these meetings. (Regular meetings are held at the same time each day.) Numerous persons did attend the Council sessions during the 1939-40 school year. All of these visitors were cordially welcomed, and the purposes and functions of the Council and the school as a whole were carefully explained to them by Council members. Many valuable friends were made for the school in this manner.

All school assemblies are planned, organized, and led by members of the Council.

To all of these the public is invited. Many patrons avail themselves of this opportunity. In addition, certain assemblies are prepared for special occasions, such as Book Week, Armistice Day, Thanksgiving, etc., and to these parents and friends are urged to come. These programs are prepared with both the pupils and the public in mind.

The Council members, as well as other pupils, become imbued with the spirit and purpose underlying the philosophy of the school. They are convinced that their system is good, and are interested in passing on information about the Council to other groups. Numerous schools in West Virginia and Pennsylvania made inquiries about the Council's work during the past year. Many letters were received concerning methods of organizing a student council; other schools sent delegates to sit in on the meetings of the University High School Council. As a result governing groups were organized or planned in these schools on the basis of the information gained.

The following paragraph from the February 1940 summary of Council activities is illuminating:

"Every year during Book Week we have a Visitor's Day. All parents, alumni, and friends of the school are especially invited. A table is placed in the hall with Council members in charge. They record the names of the visitors and are present to give information and to serve as guides through the school." This, incidentally, is one of the best functions performed by Council members. They welcome, entertain, and show visitors about the building and through the classrooms at all times.

During April and May 1940, the Council's activities were concerned chiefly with the graduating classes of the various junior high schools in the community. Here the work took the form of guidance meetings. Since most of the graduates would enter the University High School in September, the Council deemed it advisable to explain the Council's work and the procedures of the school in general. The members talked to

many of the junior-high graduates privately about future plans and possibilities, and it was not uncommon to include the child's parents in the conference. These preliminary talks should prove of invaluable aid to both the new pupils and to their parents in orienting them to the unique environment of the high school.

More and more the school is coming to be looked upon as the community center. All social functions, such as class or club dances, plays, teas, and parties, are directed by the Council and other pupils, and a considerable number of those attending such activities are parents and former graduates.

In a number of instances, since the Council was established in 1927, members have not hesitated to go directly into the community to gain school support. An example of this nature occurred during the building of the modern and elaborate structure which today houses the University High School. At the time of construction a bond issue of several thousand dollars was to be placed before the voters at the general election. This was necessary before the building could be authorized. A short time before the election Council members sensed the fact that considerable sentiment against the bonds was growing in certain parts of the community. Immediately they set to work to offset this agitation. They canvassed the community, explained the purposes of the bonds and how badly the new building was needed, stationed members at each voting place in the three districts, served refreshments, and talked for their school bond. The fund was voted by a substantial majority.

Because of the fact that the school buses stopped on a street a considerable distance from the school, and the walk from the stopping point to the school that pupils had to make was hazardous, there arose a need in the fall of 1939 to have the buses proceed to the school building before unloading. Realizing the situation, Council members aided greatly in bringing about this needed change. Officials were interviewed, discus-

sions were fostered in the community, and assembly programs were based upon the problem.

All problems of discipline are handled by the Guidance Committee of the Council. In the rare instances when severe action is taken against a pupil for misconduct, members of this committee write letters to the parents explaining the policy of the Council and, in most instances, invite them to visit the school. Here all circumstances surrounding the action are thoroughly gone into and the reasons for it are given. A closer feeling of relationship to the school is thus developed in these parents.

It often happens that, for one reason or another, certain pupils in the school are negligent in their efforts and fail to work up to their normal capacities. Through personal Council contacts with these people and with their parents most difficulties of this nature are straightened out and the pupils re-oriented to the living and working conditions within the school.

As Mr. R. B. Eleazer intimates in his article, "Education in the Art of Getting Along Together", which appeared in the 1935 issue of the *Reports of Peabody Conference on Education and Race Relations*, the fundamental purpose of education is to prepare people to live together in a congenial manner, and, whatever else it may give the pupils, if it fails here it fails essentially. The members of the University High School Council, and the members of the entire student body working through the Council, are vitally aware of this. They realize that by pulling together a great deal may be gained, both for the pupils and for the school. An autocratic system, they feel, cannot accomplish this goal. Only a real, down-to-earth, democratic organization can give them that.

Thus the school is developing a program of community relations based upon the conviction that mutual understanding between school and community is essential to real progress. That confidence and understanding are developing is apparent.

School with a Bomb Shelter:

The French chateau had no bathtubs and
you taught to the tune of anti-aircraft guns

By LOUISE LEE

ECOLE PRIMAIRE Supérieure de Jeunes Filles," I said to the taxi driver. "Oh, là, là!" he replied, and away we went—up a steep hill, dodging front doorsteps in the narrow street, around sharp curves, barely missing house-corners—and all this by the "regulation" lights, dull yellow, of the taxi alone.

It was only nine o'clock in the evening, but everything was dark—war, you know, and danger from bombers. Finally, after one of the most harassing rides of my life—in which I clutched the back seat with the thought in my mind that if we didn't hit the crumbly-looking old houses they would fall down on us anyway, of their own accord—



EDITOR'S NOTE: Now you may learn what happened to Miss Lee, whose article on the French government's radio and correspondence school for evacuated children, "War-time School", appeared in the May 1940 CLEARING HOUSE. At the time that article appeared, the German army was invading Holland and Belgium, and Miss Lee was teaching in a school crowded by evacuated pupils, southeast of Paris. Miss Lee stayed until the Germans were "only two train hours away", and only the teachers and fifteen orphans remained at the school. She started for America the day arrangements were being made to move the orphans further south. "Much as I wanted to stay, I left at the advice of my family. I crossed on the 'Washington', the boat that had the submarine scare." She is now working on a Wyoming newspaper, saving money so that she can go adventuring again.

we arrived at a huge wall in which was a door, firmly locked.

The driver rang. As we waited, he unloaded me and my four huge bags. At last the door was opened—by two charming young Frenchwomen, who took me in, sat me down, and fed me mint tea with rum in it.

I was teaching in a French school in war time. It was a different kind of school from that in which I had expected to teach. I had expected to teach in a *lycée*, which is the French equivalent to our high school and junior college, and prepares for the university. My school was an *école primaire supérieure*, which corresponds to our junior high, high school, and junior college, but unlike the *lycée* does not give the classical languages and does not prepare for the university.

On the contrary, the *école primaire supérieure*, with students all the way from twelve to twenty-three, divided into seven groups, including the preparatory course, has as its end the *brevet supérieure*, which enables the receivers of it to teach in the French elementary schools. The *école primaire supérieure* and the *école normale* are practically the same, the *école normale* taking only the older girls and preparing them to teach in the elementary schools of France.

Both the *école primaire supérieure* and the *école normale* have as their students girls from the lower middle class, the small-town merchants' daughters, the small-town bankers' daughters, and the daughters of *fonctionnaires*, workers for the government, like our civil service workers. The *lycées* on the other hand take girls from the upper

middle class—girls and boys who will have enough money to go on to the universities.

But, to return to the war-time part of teaching in a French school. The day after my arrival, the full force of the effect of the war on the school was brought home to me as I toured the school with one of the women. The school is in an ancient chateau, where the counts of the town used to live. It is an old, old building, surrounded by even older ones, of the fifteenth and sixteenth centuries. It is a beautiful building, covered with history and ivy. All the floors are made of stone, and the steps are worn down in the center from the tread of counts' and students' feet. Set high on a hill, it commands a view of the rest of the town and of the Yonne river which flows by it.

The school's being high on the hill, nevertheless, had its disadvantages, for lights from the school could be seen all over the countryside. Hence, we had to put up black curtains at all the windows, and even then the students had to go to bed at nine o'clock because the townspeople were afraid that some crack of light from a dormitory window might attract a German bomber.

Nor was the equipment all it should have been, even for a peace-time school. With the war, in addition to the usual 160 girls, there were 80 more, 240 in all—mostly evacuees from Paris or from the region of the Moselle. As a result of the extra number, the recreation room, small at the best, had been made into a dormitory, leaving the students only the big, cold, dark corridors of the chateau to play in on rainy days. There was an open court, for sunny days, but part of the court had fallen away from the heavy snows. And, thanks to the war, there was not enough money to repair it.

What had once been the wine cellar for the counts and countesses was turned into an abri or bomb-shelter. Although the place had been cleaned up, to a certain extent, still it was far from comfortable. There were not nearly enough benches for the stu-

dents. Many of them had to walk during the *alertes* or sit on the damp earth floor, because none of them had blankets and the school, of course, could not furnish blankets.

Another effect of the war on the school was to take away the warm water with the coming of spring. To be sure, the water had never been particularly warm, and it had always dripped from the faucets as if it were afraid of being used, but it had not been too bad. During the war, however, the heat was turned off the first of April, and with it, the warm water.

The bath situation was made interesting, to say the least, by the war. In the conversion of the chateau to a school, someone forgot to put in either tubs or showers. Not one, for all 240 girls. Before the war, the students and teachers had gone to the town's public bath-house for a weekly or biweekly scrub. But the proprietor of the public bath-house was mobilized. There was not a single available tub in all the town while I was there. It was a standing joke around the town that we had to go to Paris for a bath.

The food situation was something else again. Fortunately I left before the ration cards came out. I had my number; that was all. Mademoiselle Économe, the business manager and dietitian, was already worrying about the children and their food, though. Dried fruits were impossible to get, because they came from America, and France was importing only armaments. Salmon, too, was difficult to get, for the same reason. Sardines couldn't be had, because the Norwegian coast was mined or taken over by Germans. And other foods were becoming scarce.

Ordinarily those things don't matter much, but with a small budget (Each child paid only ten francs a day, less than thirty cents, for food, books, room, and other school necessities.) and with three meatless days a week, thought and ingenuity alone could not provide an appetising variety of food.

There was one advantage in the war for me. It was that several of the teachers and school officials, who are usually old and traditional as the chateau itself, were young, young women whose husbands had been called to the front and who had taken work simply to have something to do while their husbands were gone. The young women were all perfectly charming and went a long way toward making the school a livable and fairly enjoyable place to be.

Carrying on classes, as you can imagine, with an anti-aircraft gun booming off in the distance and your pupils turning pale before your eyes was more than a small problem. Moreover, the classes were especially difficult to teach because the students from the evacuated regions had not had the same training that the other students had had.

For example, in my sixth-year class, I had students who had had five years of English and students who had had only one or two years. My task was to make these children understand me and talk. Even had I been able to make all of them understand me, it still would have been practically impossible to make all of them talk. Since the programs were full, and since English was not the most important subject—especially English conversation—the classes were doubled up so that I often had fifty and sixty girls in one class. Any teacher knows that chummy little conversations, even in a native language, much less in a foreign one, simply cannot take place among sixty pupils.

You who teach can probably also imagine what it would be like to be in the middle of a particularly intriguing part of the lesson and have the sirens sound, disrupting classes for the rest of the day if not for the rest of the week.

Before I left we had a number of *alertes*. I left Joigny, for a short vacation of four days, on the eleventh of May, the day after the Germans walked into Holland and Belgium. The night and morning before I left in the late afternoon we had had four

alertes and had spent from midnight until one-thirty, from three until four-thirty, from six-thirty until nine, and from ten-thirty until noon in the abris. Because of the lack of air we had had to let the girls come up in little groups to keep them from getting sick in the darkness, closeness, and dampness of the abri.

As I said, I left Joigny the eleventh of May, with the intention of returning about the fifteenth. What actually happened was that I was stuck for a week up on the channel coast—in a little town near Havre, where I had gone for a visit—because of difficulties with trains and official papers, which everyone had to have to travel. I finally reached Paris, but had to remain there for two weeks—for the same reasons. Finally I returned to Joigny for one day only, to pack.

During my absence the school had been evacuated. The teachers had cleaned up the dormitories, and refugees had come in. For nearly a week the school was filled with refugees from northern France and Holland and Belgium, but as the German army advanced toward Paris, only two train hours away from Joigny, the refugees left, and the day I was there only the teachers and fifteen little orphans remained. The orphans were to have been sent away the next day.

Perhaps I should explain about those orphans. They were children who had been adopted by families in the Moselle region. The state paid the families to adopt the children and also paid for their schooling. The children, who were all the way from twelve to seventeen, had grown as fond of their foster parents as they would have been of real parents.

When the war came, the children were sent to Joigny, far from their families, and were forced to stay there all year. During their vacations, when the other children went home, the orphans were sent to a *centre d'assistance*, where other orphans in the *département* were gathered, and where

they had nothing to do all during their vacations. When spring vacation arrived, many of them had hoped to go home. The tears that came when they found that they could not were heartbreaking.

When the school was evacuated, the other children went to their families. But the orphans had to remain at the school because the *centre d'assistance* was also full of refugees. The day I left, plans were being made to move the orphans to a place farther south.

What has happened to those children I can only guess. Both the town where the

school was and the town to which the orphans were to have been sent have been taken over by the Germans. It is possible, but hardly probable, that the school will go on. If conditions are as bad as I think they are, most of those children are probably slowly starving, and many of them no doubt are without homes or shelter of any kind.

Although I have written I have heard nothing. There hasn't been time. And even if there were time, I rather doubt that the Germans would permit mail out yet. France, the part I knew, is a large darkness as far as the rest of the world may know.



Culture Enlivens Cookery: Glamour in Home Economics

By J. C. BAKER

"Home ec. is useful, of course," Kathleen, an honor student, admitted, "but it isn't thrilling and world-important as history and literature are." Miss Lamar, her teacher, was silent a moment. Perhaps Kathleen's indictment explained why her homemaking courses failed to challenge the best efforts of many of the school's excellent students.

Her task, Miss Lamar saw, was to demonstrate that home economics, through its inter-relationships with other fields of knowledge and world affairs, was a fascinating subject. The next day at the end of a cooking class she asked: "Why are teachers in Germany presented old soup bones by their pupils?"

By the time the pupils had enough information to answer, they had learned much about the domestic economy of present-day German households and the little ways of dictators. Enthusiastically the pupils brought in other information correlated with food. Kathleen discovered the immigration of her ancestors to America had been related to the Irish potato famine. Jeanne, her chum, described the carriage Louis XVI and Marie Antoinette had caused to be prepared for the escape that failed—a carriage with a cupboard full of delicious foods, and a silver dining service. Even more exciting was the fact that the Chinese in the 1600's ate corn on the cob.

Food tie-ups with geography were, of course, innumerable. Learning that tea drinking was a fine art in the Far East explained something of the psychology of the Orient to hitherto scornful young Westerners. Coconut syrup from the Philippines, hors d'œuvres from Italy, caviar from Russia—all were glamorous!

Biology was brought in when a pupil retold "Salt and Pepper Saved the Snowy Herons", a delightful account connecting the achievements of an amateur naturalist and the origin of Tabasco sauce.

Mathematics was related to homemaking instruction through newspaper summaries, such as "Five Years of Food Costs", from which pupils voluntarily made percentage comparisons. The construction of itemized food budgets per annum per person also involved quite a variety of mathematics skills.

Literature correlations abounded. What the heroes and heroines of Shakespeare ate became topics of conversation. Kidney pies, truffles, nightingales' tongues, and pearls dissolved in wine piqued everyone's interest. Nor were Biblical references to edibles ignored. Perhaps the most amusing and *justificatory* for home use today was that alluding to a man drying dishes.

As Kathleen said, "Food is fun!"

ART INTEGRATION:

The art pupils painted a suitable picture for each classroom, and the shop framed it

By

HELEN L. BRAINARD

WHY CAN'T all the other classrooms in our school have large, colorful pictures in them, as well as the art rooms?" This far-reaching question, put to the art department of Gwynns Falls Park Junior High School by an observant group of pupils, launched us last September on a still-expanding project. This project in April reached a climax with an exhibition in our library of eighty-four large, beautifully framed original pictures, painted and framed by the pupils of our school, and inspired by subjects taught in the school. From this group of pictures or from further paintings in the same extensive project each teacher in the school was invited to select a picture for his classroom, suited to the subject taught there.

On the opening day of the exhibition the library was a very busy place indeed. Enthusiastic and appreciative groups of teachers were selecting pictures. Admiring and sometimes even critical groups of pupils were busily viewing each picture. Exhibiting pupil-artists were vainly trying to conceal their very justifiable pride in their achievement.

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EDITOR'S NOTE: "*A picture for every room in the school*" was the goal set for the art classes of the Gwynns Falls Park Junior High School, Baltimore, Maryland. But not just any picture for any room. The painting had to deal with the subject taught in that room. And so began a project in which art work was integrated with the other subjects studied by the young artists. Miss Brainard is chairman of the art department of the school.

At the beginning of the school year, when the teachers of our art department told their classes of the suggestion made by a group of their schoolmates and heartily seconded by our principal and by those teachers who had heard of it, we decided to make our goal a suitable picture for every classroom in the building.

Inspiration began immediately to burn brightly. Each class in each grade listed on the blackboard the subjects which the children now studied or had studied in junior high school; also the titles of pictures they could suggest that would be interesting to paint for the walls of these subject rooms.

Each pupil then chose the theme that he wished to illustrate, and made a composition suggested by some real or literary experience in that subject. These compositions were done on nine by twelve inch drawing paper and were colored in crayon, charcoal, or water color, according to the pupil's preference.

Those compositions which "said most" and were best suited for decorative use in a classroom were then enlarged in pencil on twenty-two by twenty-eight inch paper, held either vertically or horizontally as the pupil's small composition demanded. These large pictures were then colored in the medium which the pupil preferred—tempera, water color, colored chalk, or even crayon in some instances.

The length of time spent on the large pictures varied from one day, as in the case of a large water-color painting of a battle field, done by a boy the day after he saw "The Fighting Sixty-Ninth", to two months for some pictures, which would mean about

eight art lessons. In many cases the pupils came after school by their own request to work on their pictures.

In choosing themes for the paintings, particularly in history and geography, the pupils found that a general theme, such as "Knights on Horseback", "Dreadnaughts in Action", or "Unloading Cargo", gave a chance for original expression and freedom of execution without the aid of illustrative material. A particular battle or most events in history would have made it necessary for the pupil to do so much portrait work and research work from illustrations and famous paintings that it would have ended in practically copying the illustration. As we wished the pictures to be original we tried to choose the more general and comprehensive themes.

We also wished the pictures to be realistic, and well proportioned enough to be pleasing to the naturally critical junior-high-school pupils who would see them in the various classrooms. For that reason we used pupils in each class as models. Cotton pickers with their bags, immigrants, characters from Tom Sawyer or Julius Caesar, cavemen painting mammoths on the walls of their caves caused much amusement as classmates suggested the pose and, still more important, assisted greatly in correct draftsmanship.

Those who wished to draw purely from imagination were encouraged to do so, while others drew from the models, adding a suitable imaginary background. In two cases pupils worked from photographs reproduced in a geography book, as such use of illustrative material was thought to be quite legitimate.

In the final pictures put on exhibition in

our library, the themes were typical of the choices made by all the classes. English, history and geography were represented most frequently. Music and art were excepted because the rooms in which those subjects are taught were already decorated with fine examples of pupils' work.

In the meanwhile, while the young artists worked the shops had been constructing eighty-four beautifully made light oak frames, a task that seemed to us far more difficult than the painting of the pictures. These frames were made in the woodshop by pupils under the guidance of the industrial arts teacher, and were glazed assembled, and hung by pupils under the direction of a mechanical drawing teacher.

The cost of materials for framing and hanging was approximately one dollar for each picture, or a total cost of \$83.89. The source of this money was the School Fund, derived from the joint proceeds of the School Operetta and of the Annual School Frolic. But no statistics could measure the pupil's feeling of pride and achievement when he sees his picture framed and hung on exhibition, and then selected and used decoratively in one of his own classrooms.

From the point of view of the pupils and of the teachers of our school, "A Picture for Every Room in the School" has been an interesting and enjoyable project. It has given a definite, vital, and inspiring objective to the pupils, and has made a decorative and very worthwhile use of many of the really fine paintings that are done during a school year.

Through the close integration of art and other subjects in the school we hope and believe that the pupils' experience has been both expanded and enriched.



Memo to Debate Clubs

Whither the Debate Club? Probably ten occasions in life call for impromptu speeches as compared with one formal address or definitely planned part on banquet or conference program. Hence

there is need for training (in debate clubs) in quick outlining and in meeting unusual and unexpected speaking situations.—ROY EVANS in *Louisiana Schools*.

THREE BLIND MICE

No. 6 in our pupil case history series

By NAOMI JOHN WHITE

I WENT TO A funeral the other day.

It was a large and elaborate funeral with formal invitations and masses of flowers and an out-of-state speaker hired especially for the occasion.

At first I didn't realize it was a funeral; I thought that it was just another high-school graduation exercise. And then far back in the auditorium in the last row of seats I caught a glimpse of the deceased. He was sitting slumped down in his seat with his chin on his chest and the same bewildered look in his brown eyes that you saw in your collie pup's, the time you whipped him for digging up your prize calendulas before you discovered that it was your neighbor's little boy next door who had done the damage.

And all the time that the speaker was speaking, his voice growing louder and louder until he was yelping for help as is the manner of all speakers who become lost in the maze of their own words, I thought about Tommy Morris. Somehow I feel terribly guilty about Tommy.



EDITOR'S NOTE: Readers will find the first three articles in THE CLEARING HOUSE pupil case history series listed in the Editor's Note accompanying the fourth article of the series, "The Case of Butch Schmutch", on page 47 of the September 1940 issue. The fifth of the series is "The Personality of Arlene Mullan", on page 103 of the October 1940 issue. In this sixth article, our attention is directed to the problems of the kind of pupil who is typified by Tommy Morris. Miss White teaches English in the Muskogee, Oklahoma, High School.

Tommy failed to graduate this year because he flunked in three solid subjects. I don't know why I try to comfort myself in the fact that there were three—that my Latin class wasn't the only one. Probably Old Brutus knows how I feel—probably Old Brutus used to say to himself over and over, "But I wasn't the only one who stabbed Caesar—look at Cassius and Casca and Metellus Cimber!"

The whole trouble is, of course, that Tommy didn't fight back. He didn't stand up defiantly to his parents and his teachers and the superintendent of schools and the commissioner of education and say heatedly, "Come on with your old mechanized units—I'll fight for my liberty to the death."

No, Tommy just stood there looking a little foolish and trying once in a while to argue with a machine. To be a hero, you have to fight back. Then later, much later after all your spirits and hopes have been amputated—then people can point to you with pride and say that you were willing to lay down your life for your ideals.

But Tommy didn't fight. And you can never be a hero that way.

Tommy was never a radical. He was too well brought up. And he has never been a problem case. Not yet, that is. What he will be in twenty or thirty years from now I can't say.

No, Tommy wasn't like Ramona, who went berserk one day and brought a gun to class and took a pot shot at one of her teachers and wound up in the state penitentiary, or he wasn't indifferent like Jim, who laughed at rules about required subjects and went right on learning to be a first rate cartoonist. No, Tommy was re-

spectful and obedient to three blind mice—his parents, his teachers, and the public-school system.

Tommy has a very nice home. His parents are college graduates, people of refinement and taste and money. And Tommy has a nice strong body and good clothes and ample spending money. He has ambition of a kind, and honesty, and a certain anxious, puppyish charm. He has everything.

Except one thing. He doesn't have the kind of a brain that fits that situation. He has a good, plodding, dray-horse brain tucked away in a two-thousand dollar automobile body. And a fine looking, expensive automobile that can do no more than a good ten miles an hour on a straight stretch of road is a comical aspect for all other fine looking automobiles that roll along, carelessly tooting their horns at sixty miles an hour—except for the people who own that automobile and are anxious for it to arrive somewhere ahead of all other automobiles. For them it is a tragedy, and they never cease berating the car itself or the people who furnish the gasoline and oil.

Tommy wanted to be a doctor. His father was a doctor and his grandfather was a doctor. All the men in Tommy's family, in fact, had been doctors way back to the time when some old stone age man chewed up some grass and cured himself of stomach ache.

It had never occurred to Tommy that there was any other destiny possible for the Morris men. So, dutifully, ever since he was a mere infant, he had talked about being a doctor.

He had to repeat the fifth grade—but that, Mrs. Morris said, was because the poor dear had the flu that year—and he failed two subjects in the eighth grade.

He went to summer school that year, a slender, serious boy with horn-rimmed spectacles, and spent his afternoons over a study table while other boys were hooking watermelons off wagons and getting sunburned at the old swimming hole.

In high school he had more trouble.

Usually, however, he managed to pass a subject the second time he took it, until he was in his junior year. Then his life became more unhappy. It was Tommy's misfortune that he was not an out and out moron. Instead, he was just low enough so that he seemed lazy and inattentive.

His homeroom history teacher, Miss Smith, talked the matter over with Tommy.

"Don't you think perhaps that you ought to be in the industrial course, Tommy? You're not studying your subjects."

"Oh, no, ma'am. I'm going to be a doctor. I'll study harder."

"But look, Tommy," she was very patient, "you'll have to take science and more Latin if you stay in the college preparatory course. And you failed Latin once."

"But Latin is required for a doctor, isn't it?" He was disturbed, but still firm.

"Yes, it is. But if you take the industrial course, you won't have to take Latin."

"But my father is a doctor. He says I am to come into the office with him after I finish my interne work."

"You talk with your father again, Tommy. I feel sure he will understand."

"Yes, ma'am, but he's always planned for me to be a doctor."

By the skin of his teeth Tommy managed to get by his history course and then he became Miss Jones' homeroom pupil. She talked with Tommy, too. But she had forty-five other pupils who were much more talkative and disturbing than Tommy so she didn't press him too much.

When Tommy finally got to my Latin class he was seventeen years old and beginning to have a worried frown between his eyes. And he didn't know a fourth conjugation verb from a personal pronoun. After the first six weeks I called on his mother.

She was a charming woman. She had beautifully arranged gray hair and an exquisitely furnished home and a pleasant manner. She was sympathetic and gracious.

But she wanted Tommy to be a doctor. "Doctors run in our family," she said smil-

ing at me over her teacup. "On both sides of the house. Why even when Tommy was a little boy about five years old, he used to perform operations on dolls."

I was impressed in spite of myself. "That does sound remarkable," I said.

"I remember that his father bought him some toy tools," she said, "and showed him how to use them."

"Oh!" I said, looking down into my teacup and picturing the enthusiasm of the young father and the solemn wide-eyed gaze of the child.

We chatted for an hour. We talked about world affairs (Mrs. Morris was President of the Women's Political League) and we chatted about flowers (she was secretary of the city gardening club) and we discussed the new books and the lamentable state of teachers' salaries (Dr. Morris was on the school board).

"You know," she said at last and laughed a little, "I am determined to make that lazy boy of mine get down to work. I am hiring a tutor to spend the summer with him."

So I never got around to saying what I intended to—to saying, "But look, Mrs. Morris—you have a wonderful son, a really fine, lovable, loyal son. But he has a low I.Q. and let's don't try to make him be a professional man. Let's don't spoil his life and our lives, too."

I tried to say it, but I didn't succeed. I left with the hilt of the murderer's dagger still clutched in my hand.

When Tommy was in grade school he was fairly popular. But his popularity has gradually waned. In high school his father bought his way into one of the popular boys' clubs. And Tommy's name appears in the society items because his mother arranges dances at the country club for him.

But in the classroom, where Tommy shows at a disadvantage, and where he is harried and ill at ease and makes outlandish blunders, he is laughed at. And it is doing something to Tommy. It is taking away his sense of belonging in the world.

He is beginning to feel that there is something terribly wrong with him, something humiliatingly wrong.

He shouldn't feel this way, of course, for there are many boys like Tommy—but fortunately most of them don't have parents who expect them to excel in advanced mathematics and science and languages, to go to college and to become successful business men with fat bank accounts and mahogany desks and offices in the town Rotary Club. These boys have parents who look forward cheerfully to the time when they will finish—or quit—high school and get jobs in factories and truck gardens.

But Tommy feels ill at ease with these boys; he has never been permitted to associate with them. So his only friends are the other boys who are in his same situation. Fred Styer, whose father is president of the bank and wants his son to be a senator some day, and Harold Anderson whose father is a judge and is arranging to send his son to Harvard. These boys are like Tommy, except that Fred and Harold are already beginning to rebel, already putting on the secret, hunted expressions of animals who are trapped and will soon turn to lash out at anything or anybody around. Fred and Harold failed to graduate, too.

Something is going to happen to these boys someday. I don't know what. But it won't be anything pleasant that their parents and their teachers will point to with pride. It won't lead to a cap and gown and a *magna cum laude* from Harvard or Yale. It may lead only to a dissolute old man with whipped brown eyes, or a rich old man with a sneer on his mouth, or a humble old man trying to stay out of sight.

But whatever it leads to, I don't want to see it. For I feel guilty somehow.

In fact, I wish I hadn't turned around the other day. I wish that I still thought that it was just another high-school graduation exercise that I attended.

I wish I weren't one of the three blind mice.

SUPERVISED *(The opportunity for a broadened curriculum)*

Correspondence Study

By
EARL T. PLATT

WHY HAVE many authorities on high-school curriculum revision and secondary-school reorganization ignored supervised correspondence study as a device for implementing what they so earnestly and vigorously propose—the progressive improvement of the curriculum?

Is it because its services are so relatively new¹ that they have had no opportunity to study its possibilities? Is it because they *feel*² that no satisfactory learning can take place through correspondence methods? Is it because they, as progressive³ educators, believe that the teacher *must* be present to guide and direct the pupil's learning and to exert his personality (good, bad, or indifferent) upon the pupil at all times?

Is it because the curriculum expert is afraid of standardization—of crystallized courses—and abhors a *printed* or *mimeographed* correspondence course because he feels that once produced it will not change until its usefulness is long past, its contents sadly out-of-date?⁴

Could it be that our present curriculum leaders—usually university professors of

education, members of state departments of public instruction, and curriculum directors in our largest cities—feel that they have vested rights to direct and control curriculum changes and, therefore, resent or consider inappropriate the suggestions of other groups that they might have a service to offer?

It is not the writer's intention to attempt a refutation of the assumptions just indicated. He hopes that these caustic but pertinent questions will cause all persons and groups concerned to appraise honestly their attitudes toward supervised correspondence study. He hopes that they will, if uninformed, diligently study with an open mind the background, the growth, the organization, and the possibilities of supervised correspondence study.

How can supervised correspondence study serve as a constructive medium for curriculum enrichment and revision? For a full understanding of the answer to be given here, certain axioms of supervised correspondence study are presented:

A. The number of supervised correspondence study courses, the types and kinds of courses, that can ultimately become available are limited only by the demands of secondary-level pupils and the vision of the leaders in this field.

B. The possibility of adapting any one course to serve several or many purposes is limited only by the needs and interests of each individual pupil, the resources of his environment, and the initiative of the correspondence teacher handling the course.⁵ No course, once built, need be taught in cut-and-dried fashion.

C. The local supervisor who directs the

EDITOR'S NOTE: *This article, the author admits, states "boldly and perhaps none too tactfully" the case for supervised correspondence study in the high school. Mr. Platt writes that he has used footnotes for explanatory purposes and as answers to questions in order to avoid hampering the direct march in his main presentation. The author is assistant director in charge of supervised correspondence study in the Extension Division of the University of Nebraska at Lincoln.*

work of the pupil in the local school, need know little or nothing of the subject matter being taught through supervised correspondence study.

D. Supervised correspondence study pupils can work in most academic subjects in the regular study hall under the supervision of the teacher in charge. In science subjects they can use the typical science laboratories either at the same time other pupils are engaged there or they can use them during periods when they are not in use. The same is true for the use of school shops and home-economics laboratory rooms. In vocational courses where a store, a garage, or a farm in the community is the laboratory, related study can be cared for in the study hall.

E. Final authority and responsibility for the pupil remains in the hands of the local administration. The Correspondence Center⁶ is a service agency which furnishes expert service on call; and works in harmony with the policies of the local school. It does not superimpose its authority upon the school. The correspondence instructor may be thought of as a part-time employe of the school.

Supervised correspondence study makes it possible for any high school (especially the smaller one) to drop from its curriculum any subject, as gradually as the local situation justifies. As an illustration let us take the case of a high school where the Latin classes have grown so small that the administrator has difficulty in justifying their existence in the costs of his school—yet the desires of several of his pupils and quite a few of the school's patrons seem to demand its continuance. The answer to his dilemma is to offer Latin through supervised correspondence study. The advantages are these:

1. The costs are materially reduced; rarely will the per-pupil cost⁷ in Latin be more (it is usually less) through supervised correspondence study than the cost of most other subjects offered regularly in the school.

2. No longer need a teacher prepared to

teach Latin be retained in the school. Instead, a teacher can now be obtained to teach in some other field where the pupil load will justify her employment.

3. The periods formerly taken for the Latin classes can now be used for other more generally needed purposes.

4. As many years of Latin can be offered as the pupils' interests and needs may suggest. If two pupils want to go ahead with third-year Latin and one of them wants to go on to fourth-year Latin, there is no reason why they should not both be accommodated.

5. The subject of Latin can remain in the curriculum as long as it is needed. Even if it disappears for a few years, it can always be revived for the pupil who wants and needs it.

Supervised correspondence study makes it possible for any high school (especially the smaller one) to introduce into its program of offerings any subject, as gradually as the local need increases.

For an example let us take the case of the high school which has always offered three years of mathematics—Beginning Algebra, Plane Geometry, and Advanced Algebra. The principal of this school has noted the need for a General Mathematics course, yet the number of pupils who would take this subject during the first year, or even the first two or three years, appears to be too small to justify the addition of regular classes. The solution is to offer General Mathematics for a few years by supervised correspondence study. The advantages are these:

1. The teacher who will later teach this subject (most likely a teacher who has been teaching only the college-preparatory mathematics courses) can supervise the pupils taking the course and thereby obtain some very satisfying in-service training.

2. The additional expense (if any) of the introduction of the new course will be assumed gradually.

3. The administrator and the mathema-

tics teacher or teachers can experiment with various types of general mathematics courses by utilizing courses from various correspondence centers in succeeding semesters or years. (Experimentation in curriculum change is thus made simple and economical.)

4. Only those pupils needing and desiring the course need to take it. There will be no autocratic placing of pupils in a small class to make it large enough to justify the expenditure of a teacher's time.

5. The use of supervised correspondence study can be discontinued whenever the school administrator is ready to turn over the instructional activities to a local teacher.

Supervised correspondence study makes it possible for any high school to offer to any pupil the special course or courses which he needs but which the local school cannot offer.

Let us note a few examples. A guidance director in a large city high school finds a boy with a special interest in show-card work. The boy has the talent necessary, as well as a fine opportunity for employment after leaving school. The art teacher cannot give a vocational course in show-card writing. The guidance director can turn for the solution to supervised correspondence study.

In a very small high school a girl is promised employment in a bank after graduation if she can prepare herself in shorthand, typewriting, and bookkeeping, none of which is taught locally. Through the services of supervised correspondence study, the superintendent of the school can give this girl the vocational training she so desperately needs.

In a ten-teacher high school is a boy who has achieved excellent grades in the three years of college-preparatory mathematics that the school offers. As a senior he desires to take Solid Geometry and Trigonometry. He expects to enter a prominent engineering school the following fall. The principal

can care for this boy through supervised correspondence study.

In a large city school is a girl whom circumstances have recently forced to live with rich relatives of social prominence. She has come from a poor family of inferior social standards. Her happiness depends in large part upon making satisfactory adjustments quickly. The school psychologist can help this girl through an etiquette course carried by supervised correspondence study.

There are multitudes of such opportunities for the use of supervised correspondence study. The advantages are these:

1. No matter how limited the offerings of a school, any pupil needing special work can be cared for.

2. The expense is nominal—seldom above the average per-pupil cost for any subject taught regularly in the school.

3. No teacher need ever be employed and no teacher's time need ever be taken merely to teach any one of the hundreds (or perhaps, ultimately, thousands) of special courses which is essential to one or a few individuals in a school but of little or no value to any considerable group.

4. The value of the school to the community and to the pupils concerned is greatly increased.

5. The general morale of the student body and patrons is improved by the knowledge that the school stands ready to care for the individual needs of each pupil.

This is not the complete case for supervised correspondence study as an agency for implementing curriculum revision and secondary-school reorganization. One would have to describe supervised correspondence study in detail (a task much too long for this paper) in order to make the case more nearly complete. Proof that supervised correspondence study can accomplish the things here claimed for it can come only from study of an extensive body of data. Can we hope that the leaders of high-school curriculum reform will be aroused to make this study?

¹Supervised correspondence study was introduced into the high school of Benton Harbor, Michigan, in 1923. Much research and writing has been done on the subject, especially since 1929. See *Good References on Supervised Correspondence Study in High Schools*, Bibliography No. 54, compiled by Walter H. Gaumnitz and Martha R. McCabe, United States Department of the Interior, Office of Education; also see "Research Studies, A Selected Annotated Bibliography", by Howard A. Dawson, in *The Phi Delta Kappan*, December 1939, pp. 213-215.

²They could not know, because much research proves the contrary. See (1) Broady, K. O., Platt, E. T., and Moomey, Dean, *The Chester Six-year High School*, Educational Monographs, No. 7, Lincoln, Neb.: University of Nebraska, 1935. (2) Hickman, Ray L., *Supervised Correspondence Study as a Means of Enriching the Curriculum of the Small High Schools of Colorado*, Master's thesis, Gunnison, Colo.: Western State College, 1937. (3) Holden, Harry D., *The Use of Supervised Correspondence Study Materials as a Means of Individualizing Instruction in Secondary Schools*, Master's thesis, Lincoln, Neb.: University of Nebraska, 1936. (4) Lytle, Ivan, *The Value of Supervised Correspondence Study*, Master's thesis, Lincoln, Neb.: University of Nebraska, 1937. (5) Mitchell, Sidney C., *A Study of the Expansion of the High School Curriculum through the Use of Supervised Correspondence to Serve the Needs of the Non-College Preparatory Student*, Master's thesis, Ann Arbor, Mich.: University of Michigan, 1936. (6) Platt, Earl T., *A Study of Registrations and Completions for Supervised Correspondence Study Pupils Enrolled at the University of Nebraska for 1935-36, 1936-37, 1937-38*, Lincoln, Neb.: Extension Division, University of Nebraska, 1939.

³We understand the progressive educator to be the one who stands for pupil-initiated learning, for student-directed activities, for child-developed personality.

⁴This expert is challenged to spend several days studying the modern procedures for the construc-

tion and revision of supervised correspondence study courses. See (1) Knapp, Robert H., *Standards Pertaining to the Techniques Used in Writing Supervised Correspondence Lessons*, Master's thesis, Lincoln, Neb.: University of Nebraska, 1932. (2) National Conference on Supervised Correspondence Study, *Supervised Correspondence Study*, University of Nebraska, No. 116, Lincoln, Neb.: The University, 1936. (3) Platt, Earl T. and Gibson, Ada R., *Preparation of Supervised Correspondence Courses*, Educational Monographs, No. 5, Lincoln, Neb.: University of Nebraska, 1934. (4) Wilhelms, F. T., "Good Education?" *The Phi Delta Kappan*, December 1939, pp. 200-03. (5) Wilhelms, F. T., *Standards for Correspondence Lessons of the Arts and Appreciation Types*, Master's thesis, Lincoln, Neb.: University of Nebraska, 1933. And hundreds of well prepared supervised correspondence study courses available.

⁵Are the limitations any fewer in any other type of learning situation?

⁶Correspondence centers are usually set up in the University Extension Divisions of state universities or colleges. Several of the prominent centers now operating are those at the University of Colorado, the University of Michigan, the University of Montana, the University of Nebraska, the Agricultural College of North Dakota, the University of Oklahoma, the Agricultural College of Pennsylvania, and the University of South Dakota. Two private correspondence centers cooperate with the public secondary schools. They are the American School at Chicago, and the International Correspondence School at Scranton.

⁷Tuition costs for supervised correspondence study vary with centers. These costs range from a one-dollar fee per semester course to residents of North Dakota, to as high as twelve and fifteen dollars for courses from some state correspondence centers and for some courses from the private correspondence schools. An average cost would be between six and eight dollars. Texts and supplies that go with correspondence courses can usually be used by several pupils at the same time or in succeeding semesters.



We Abandoned Ash Trays and Expensive Desserts

By MILTON S. POPE

We at Indian Lake, N.Y., Central School are trying to do something about the criticism recently made in *THE CLEARING HOUSE* (and very justly, I think) concerning the industrial arts and homemaking departments by teaching our pupils in these departments to do something useful and not spend all their time making ash trays and expensive desserts.

This year our homemaking department has covered many pieces of furniture, charging a nominal fee for furniture done for outsiders; has served two banquets here in the school; and at the present time is planning on outfitting our band with school-made uniforms. The department has already made twenty-two uniforms for our small rhythm

band; curtains for its own department; and also has constructed two dressing tables for use in the school.

Our boys in the shop built the framework of a house and wired it completely to learn electricity. They have made book cases for every room in the school, two special racks for the library, a file case, fifteen Indian head signs to go over each door in our school, archery equipment, including the target, bows and arrows, a bicycle rack, sand boxes, and recently they resurfaced quite a few desks and tables and carried on many other activities that we feel have been very beneficial. In other words, they are not building a number of projects to be put on the shelf and gather dust.

➤ IDEAS IN BRIEF ➤

Practical ideas selected and condensed from articles in state and specialized educational journals

I Rebelled Against Desks

Darn those desks anyhow! I wanted to seat my social-studies pupils in the Maryville, Mo., High School about tables laden with interesting books. I wanted to arrange them in small circles for group discussions or conference periods. But there were those nailed-down desks clinging grimly to the old conservative way. I longed for movable armchairs—but they couldn't be afforded. And then an idea came—and it worked. Twelve folding chairs were purchased, and old tables from the storeroom were brought in and placed before each two rows of desks. And on those tables were stacked books—old, new, detailed, condensed, and varying in degree of difficulty. . . . Darn those desks—no more. Two tablesful of pupils can be released from them at a time for more real, more gratifying, more meaningful work.—LOIS NEFF in *School and Community*.

Pupils Rate Teacher

Thousands of teachers echo the complaint of Cecil Rhodes, "So much to do, and so little time in which to do it." So many chores enmesh the average teacher that little time is left for reflective thought and personal inventory, and sense of proportion is too easily lost. How well are we teaching? I went to my pupils for an evaluation. As a supplement to the regular final examination I reversed the usual procedure and asked them to make out report cards on teacher. A brief checklist, to be marked by X's and not signed, was mimeographed. Replies were confidential and anonymous, and frankness and sincerity were requested. Pupils collected the replies and shuffled them before turning them in. Marks for the semester had already been given out. The 6 questions on which they were to report were: (1) "I have enjoyed this course:" (4 choices, from "very much" to "not at all"). (2) "The work has been:" (3 choices, from "harder than other courses" to "easier"). (3) "The assignments were:" (3 choices, from "too short" to "too long"). (4) "I feel that the effect toward making me a better person was:" (3 choices, from "greater than in other courses" to "less"). (5) "The teacher's control of the class was:" (3 choices, from "good" to "poor").

(6) "The teacher permitted:" (3 choices, from "more freedom than others" to "less"). A tabulation of the 165 replies furnished revealing evidence of teacher's sins of omission and commission. Unsuspected faults sometimes loomed as grievous errors in the eyes of pupils rating the fault. But a clear-cut awareness of a given fault is the first step toward conquest of the fault.—HAROLD E. CRIPE in *Wisconsin Journal of Education*.

Piano for Physics

For several terms, the writer has concluded the study of sound in his physics classes with a lesson at the keyboard of a piano. No other single apparatus is half as satisfactory for the purpose of demonstrating practically everything studied in this part of the syllabus. Following are the items included in a typical lesson at the keyboard: Laws of vibration of strings; area of source and intensity; frequency of piano notes; overtones; resonance; and forced vibration. The results of this lesson have always been satisfactory. Physics is not merely a textbook subject; it has contact with the lives of the pupils at many points.—ABRAM BADER in *High Points*.

Quarterback Club

Many a serious-minded educator has found football to be either an unruly Pegasus or a demon of destruction. Some good schoolmen, extra conservative, have been thrown and trampled. Others, by various means, have slipped up on him, straddled, and ridden him in the direction that sound education should go. One of the ideas that a new coach brought to the Graham, Tex., High School last year was that of a Quarterback Club. Democratically, he invited everybody in town to meet with him and his assistants on the first of each week following every game. He smilingly said that if anyone had anything to say about his coaching or about the way the boys played that that person should say it at the Quarterback Club meeting, or forever hold his peace. The public responded whole-heartedly. About 75 joined the club—merchant, doctor, preacher, laborer, loafer, a cross-section. No dues, no contributions. Coach explained plays of last

week's game that had or hadn't worked, and got out of many tight spots by friendliness and humor. The next game was discussed. The president of the club, a business man, and the coach didn't talk too much, and let the public have the floor most of the time. The club has brought school and community closer together, has made practically helpful friends for the team—and, in short, is a success.—O. V. KOEN in *The Texas Outlook*.

12th Grade Office

The office-practice course of Frankford High School, Philadelphia, Pa., is offered the second semester of the 12th year, and is designed to give training to bookkeeping and shorthand majors in office procedures and techniques. It aims to make the transfer from school to office less difficult for both employer and employee by developing personal qualities that employers desire, and developing a broad background which will help to make the employee adaptable to new conditions. In an office-like atmosphere, pupils practice good office form and behavior. They obtain a knowledge, but not a mastery, of the operation of many types of office machines, filing, handling mail and reference books. The rotation plan is used. Job sheets are used and each pupil is responsible for finishing work in the required time. The course has many tryout values, and the school's employment department makes an effort to find what the pupil can do best as well as what he wants to do.—ROSEINA GILLMAN in *Journal of Business Education*.

Pupils Build Vocations File

A group of pupils of the Long Branch, N.J., Senior High School became interested in building up a file of information on vocational fields as a result of an occupational reference project in biology classes. Such a large amount of material was gathered that pupils requested permission to organize an extracurricular activity to conduct the expansion of the file. The group now has officers, and a number of committees, each of which carries on some phase of the program. The original file was a berry crate. The pupils' efforts finally justified ordering a steel file, in which 155 occupations are now represented. One section of the file is devoted to material exposing "rackets" in vocational guidance. References are lent to pupils of the school, are used by the vocational counselor, and provide bulletin-board exhibits. Free materials listed in *Occupational Index* and *Occupations* have been collected so far, as the activity is still in an experimental stage. But the group hopes that its efforts will soon justify purchase of a complete set of

occupational pamphlets by the board of education. Committees are as follows: mounting, filing, cataloging, corresponding (for free materials), bulletin board, and library (in charge of lending references to interested pupils).—GERTRUDE S. MORRESEY in *Occupations*.

Homemaking Individualized

Since each girl enters the homemaking class with different interests, needs, and abilities, she should be taught individually. At the Ohio, Neb., High School, whatever a girl wants to know, at the time she wants to know it, she is permitted to learn. After pretests, conferences between the teacher and each pupil suggest the projects that the girl most needs. The pupil then makes a study guide for her first problem, indicating the amount of time necessary to complete it. After a conference the girl proceeds independently, with helps and suggestions from others. The homemaking laboratory is not as much a place to develop skills as it is a place to form helpful habits—and children can learn a surprising lot if teachers understand when to let them alone.—RUTH KENNEDY GREEN in *Nebraska Educational Journal*.

Make Lacking Equipment

In every field of teaching we are prone to decry a lack of materials and equipment when often we have about us the solution to our problems. A few years ago I read an article concerning transformation of a microscope into a micro-projector. My attempt to do this, though not fully satisfactory, was worthwhile, for it allowed the biology class to view paramacia in action, on a screen. Recently we acquired a new sound movie projector. Our old silent projector had no trade-in value, but I thought to use it as a new source of light for the micro-projector. The vocational agriculture department helped to combine the microscope with the old movie projector. In three minutes, the two instruments can now be used to screen microscopic subjects so that all in a class may observe at once. We use various pieces of improvised equipment in the physics class. Their construction is a valuable experience for pupils. One shop pupil made a sonometer, and constructed a much-needed overflow can from a one-quart oil container and brass pipe. The science department has the shop to thank for a large aquarium, made at a cost of less than \$2. Are such makeshift economies ill-advised? On the contrary, the pupils enjoyed such projects, and the practical educational value to them is of greater importance than the economies to the school.—MARTIN H. BARTELS in *Ohio Schools*.

AMERICA SINGING:

Built around the nation's poetry and songs,
this pageant used two-thirds of the pupils

By

HARRIET McCONNEL MARSDEN

FOR SOME TIME the music supervisor and those of us who assist her in presenting junior-high-school operettas have felt that we had about exhausted the somewhat meager supply of material especially suited to the junior-high-school age in theme and voice range. There were several features we wished to incorporate in a different enterprize which would be planned to take the place of the usual musical project of the year.

Namely, we wished to use material suitable for junior-high-school ages, interests, and voices; we wanted it simple yet colorful and effective; we desired to give more children a chance to participate than we had previously had, and a greater variety of activities in which to participate; we felt that it should be put together quickly to avoid tedious rehearsals and over-stimulation; and



EDITOR'S NOTE: *The author writes, "This pageant used 231 pupils—about sixty-five per cent of our junior-high-school enrolment. It consisted of a vocal chorus, verse chorus, dancers, pantomimes, and a small cast. We gave a matinee for pupils of the town, as well as the evening performance. The production was highly complimented by faculty, administrators, community, and the entire student body, from elementary through high-school grades. This type of pageant is elastic enough to be adapted to suit a school of any size." Mrs. Marsden, who wrote and helped to direct the pageant, teaches English in the Lakeview Junior High School, Battle Creek, Michigan.*

finally we hoped to have it more meaningful with some real core value in the educational field.

The music supervisor, the girls' physical-education director, and I met to discuss the general plan and procedure. It was decided that the following theme that I had written be adapted and transformed into play form:

The Spirit of Music and her two companions, the Spirit of Poetry, and the Spirit of Dance, have become discouraged because they have heard critics say that after two hundred years America still has no true national music, poetry, or dance. The Spirits journey to the Temple of the Nation where America and her children live. America shows the Spirits some of their past endeavors and records, gives them encouragement, and convinces them that their contributions have not been in vain. The Spirits, now feeling that they are still needed as an influence and aid to the people, decide to return and continue their work.

The title of Walt Whitman's poem, "I Hear America Singing", suggested itself to me as being appropriate to the theme, and we planned to use the poem as one of the final notes of the pageant.

The plan was to use the regular junior-high-school music classes to work out all the songs to be used in the vocal chorus. The English classes had had considerable experience in choral reading so it was suggested that the children from those classes who liked choral reading might form a verse choir which could present fitting stanzas before various scenes. The physical-education teacher selected those from her

classes whom she felt were best suited for the dancers; a small cast of ten was chosen for the characters necessary to carry along the plot of the pageant; and volunteers were used to represent the periods in pantomime. Care was taken that no person participated in more than one activity.

The following periods were selected to be represented in music, poetry and dance:

1. Indian period, in which Indian music, poetry, dancing and pantomimes were used.
2. Pilgrim period, using music, poetry and pantomime.
3. Colonial period, using music, and dancing.
4. War of 1812 period, which used music, including "Star Spangled Banner".
5. Westward Movement
 - a. Gold Rush period used music, poetry and pantomime.
 - b. Hill Billy mountaineers used music and pantomime.
 - c. Cowboy period used music, poetry and pantomime.
6. Slavery period used music, dancing and pantomime.
7. Civil War period used music, poetry and pantomime.
8. Gay Nineties period used music, dancing and pantomime.
9. World War period used music, poetry and pantomime.
10. Modern period used music, poetry, dancing, and pantomime.

An improvised stage was placed below and in front of the regular stage and was used for the cast. At one end a pair of steps was placed on which America and her children—Boy Scouts and Camp Fire Girls, a Hi-Y boy, and a Girl Reserve, were seated. The other side was balanced by a bench for the three Spirits. This left the regular stage to be used for the showing of pantomimes and dances. The vocal chorus of over one hundred voices was arranged on bleachers

to the right of the improvised stage, while the verse chorus of thirty-five voices was placed on bleachers to the left of the same stage.

All work on the stage sets was done by pupils in the manual training and art classes. Though each division had about two weeks of preparation, only six general rehearsals were held at which everything was put together. The lighting effects, together with the appropriate costumes, added immeasurably to the pantomimes, and the special spot lights thrown on the cast made an attractive picture.

The characters of the cast, through their lines, provided sufficient transition from period to period, and gave time for those backstage to set the next scene behind closed curtains.

Though there are any number of poems which might well fit the scenes, we selected these:

1. "Hiawatha"—Longfellow
2. "Landing of the Pilgrims"—Hermans
3. "Cowboy's Life"—an old ballad
4. "Blue and the Grey"—Finch
5. "Lincoln the Man of the People"—Markham
6. "In Flanders Field"—McCrae
7. "I Hear America Singing"—Whitman

Some of these poems were read before showings of the scenes they represented. When these were finished the music continued to carry out the theme as the curtains opened and revealed the pantomime or dance.

Various songs selected were: "Indian Lullaby", "Indian Love Call", "Faith of Our Fathers", "Minuet", "Star Spangled Banner", "Billy Boy", "Home on the Range", "Clementine", "Go Down Moses", "Oh Suzanna", "Tenting Tonight", "Strolling in the Park", "Bicycle Built for Two", "Long, Long Trail", "Whistle While You Work", "Rhapsody in Blue", and "America the Beautiful".

Bits of humor brought lightness and

comedy in the pickaninny scene and particularly in the gay nineties period. Here a park was used as background and an old fashioned, two-seater bicycle was ridden about the stage.

Moments of solemnity came during the quiet pilgrim scene and also when the audience rose and joined in singing the "Star Spangled Banner" while a large American flag waved in a blue light. An electric fan placed offstage created an excellent "breeze".

For the final tableau an Uncle Sam stood on covered bleachers while on lower steps surrounding him were American citizens, each bearing some insignia of his work. In the midst of the minister, doctor, teachers, machinists, homemakers and others were the three Spirits, who by then had decided to continue to serve the American people.

This presented a finished tone and unity to the entire theme of the pageant.

In evaluating this project, we felt that it could make the following contributions: About sixty-five per cent of our student body had had a chance to participate in the performance while many others, not in the performance itself, had served on various committees. There was ample opportunity for solo, quartette and chorus singing in ranges suitable to the uncertain, early-adolescent voices. The assembling had been easy, with a minimum of rehearsals. Finally, there was definite core relationship in the working of the music, physical-education, English, art, manual-training, and home-economics classes to complete a unit which children, faculty, community, and directors found most enjoyable and gratifying throughout.



Vicious Aspects of the Ninth Grade

By way of summarizing and reinforcing the arguments that have been presented in the foregoing paragraphs, it may be well to concentrate attention on one period in the secondary-school program which is perhaps more vicious than any other. That is the ninth grade, the first year of the traditional four-year secondary school. Pupils in this grade come from the general curriculum of the elementary school or from the liberal curriculum of the junior high school where exploratory courses have opened up many avenues of interest.

The ninth grade puts an end to all general studies. It is essentially a period in which every course is designed as preparation for what is to come later. The courses of the ninth grade are seriously lacking in direct appeal to pupil interests. The curriculum of this grade includes required courses in English composition and algebra, and two or more courses from the following: foreign language, science, history. English composition and algebra are commonly regarded as very difficult and are sure to discourage pupils who are not "academically-minded". Of the three other courses, foreign language is commonly insisted on, and history is often ancient history.

It would be difficult to devise a more uninviting year's study for adolescents. The number of young

people who are turned away from the pursuit of learning by this program is so large that it seems legitimate to conclude that there must be something radically wrong with a curriculum that runs directly counter to compulsory school attendance laws and to the purposes which a public school ought to serve in an age when young people are forced into schools by economic and industrial conditions.

Suppose that it is assumed for a moment that adolescents are, in a large number of cases, going to attend secondary schools for only two years or less, what can be offered them in order to stimulate them to the maximum? If this question is to be answered in the spirit of a genuine interest in young people, rather than in the spirit of devotion to tradition, certainly one should select for the ninth grade the most captivating studies that can be found and those which will most surely set the learners on the way to adulthood equipped to meet its problems. No one who has talked with young people and learned what they are thinking about can possibly believe that English composition, as commonly taught, and algebra would be chosen by many of them if they had any voice in the selection.—From *What the High Schools Ought to Teach*, by a CURRICULUM COMMITTEE OF THE AMERICAN YOUTH COMMISSION.

"\$100 DOCTORS":

The facts on today's degree mill racket

By

JOSEPH BURTON VASCHÉ

IN THE present hysteria for academic handles, one type of institution of "higher learning" is overlooked by many of the hungry pack of degree-chasers, and that is the mail-order college which will send a handsomely-engraved parchment to anyone at a cost of just a few dollars.

The writer recently completed, purely for his own fireside entertainment, a study of "degree mills" (you can do the same thing by sending away a nickel's worth of postals and surveying the deluge of mail which will result), and he advances the following findings for enlightenment of the profession:

1. At least five correspondence schools, not one of which is a listed member of the reputable National Home Study Council, yet are operating under charters of their respective states and advertising in popular scientific, mechanical, and psychological magazines, state in their bulletins that they will grant these degrees as follows:

School A sells three degrees:

Doctor of Psychology (Ps.D.) for \$100, with any



EDITOR'S NOTE: "Be a Ph.D., Ed.D., Ps.D.! Only \$80, \$100, \$150! No experience necessary! Get 'em while they're hot, buddy!" And this is no joke. We have on file in this office the names and addresses of the five degree-mill "colleges" about which the author writes in this article. Mr. Vasché hunted them down, wrote for their literature, and herewith reports to you. The author is director of guidance in Oakdale Union High School, Oakdale, California.

two of six courses, each comprising around 30 home-study lessons, satisfying requirements.

Doctor of Metaphysics (Ms.D.), \$150, or three courses.

Doctor of Divinity (D.D.), \$300, or any four courses plus a special \$100 study.

School B offers a wider choice:

Doctor of Psychology (Ps.D.), Doctor of Metaphysics (Ms.D.), Doctor of Mental Science (D.M.S.), and Doctor of Universal Truth (U.T.D.), each for \$80, with any two courses, 25 lessons each, at \$40 per course.

Doctor of Philosophy (Ph.D.), or Doctor of Divinity (D.D.), are \$120 each, and require completion of three courses.

School C provides doctorates in over 20 "graduate" fields, in addition to every conceivable type of bachelor and master degrees:

Degree of Master of Education (M.Ed.), or Doctor of Philosophy (Ph.D.) in Education costs \$160, and is conferred upon completion of this program: History of Education, Problems in School Administration, The Technique of Curriculum Making, How to Experiment in Education, one or more electives.

School D sells all types of bachelor, master, and doctor degrees, at prices ranging from a hundred to a hundred and fifty dollars:

Doctor of Philosophy (Ph.D.) in Philosophy costs \$117.75, and consists of these subjects and a 5,000-word thesis: Abnormal Psychology, Psychoanalysis, History of Philosophy, Psychological Motives.

School E trains toward the Doctor of Education (Ed.D.) degree:

The cost is about \$200, and the student, according to the "president's" personal correspondence in answer to direct questions, is recommended to any one of several small regular colleges where the degree is formally conferred. A subsequent letter for information on the truth of this arrangement, ad-

dressed to one of the listed "sponsoring" residence institutions, failed to verify the claim.

2. These correspondence institutions make it easy for ambitious educators (i.e., "If you study and get ready, as Abraham Lincoln did, you will be prepared for your chance when it comes.") to take advantage of their offerings by buying on the long-term installment plan. A degree may be bought on such terms as \$5 down and \$2 weekly. One school provides a 10 per cent reduction if cash-in-full accompanies the enrolment form. Another offers a free 10-day trial examination period for new enrollees. As added bait, one adds free Life Membership in its "world-wide" alumni society to those who matriculate within 30 days. The gift membership card (printed in Old English type) alone, the description asserts, ". . . should convince any employer . . ."

3. Curriculums vary with the colleges, but all booklets outline topics included in the different courses leading to the doctorate. Little or generally no mention is made as to whom the instructors are, although one school states in the introduction to its prospectus that "The best way to judge a school is by comparing the various schools, their officers, faculty, methods, textbooks, and authors, and the purpose of the institution—whether it is conducted as an educational institution or merely as a commercial enterprise." And then, in bold-faced type preceding each study field, the school lists eminent American educators and their professional attainments.

However, upon careful scrutiny, one learns that these great men are not affiliated with the school, for he discovers this inconspicuously-placed statement at the head of the list: "Partial List Authors of Textbooks Used in Our Courses".

4. Three of the booklets feature pretty pictures of how the final diploma will look.

One such illustration states: "Facsimile of Regular Lithographed Diploma. Full

size $14\frac{3}{4} \times 10\frac{1}{2}$. Names of officers changed as appointed."

Another says: "Facsimile. Full size 17 x 22 inches. Lithographed on heavy first quality stock. Signed by the president and secretary."

A third states: "This beautiful diploma, lithographed on ivory parchment, will be yours . . ."

5. Locations of the schools seem to be a little uncertain. One booklet states: ". . . there is nothing uncertain, indefinite, imaginary or fictitious about this Institution. It is a regularly organized, properly conducted, high-grade, recognized Educational Institution of higher learning. . . . In our catalog we believe you will find all your questions fully, and satisfactorily answered. . . ." Yet not on its cover, title page, nor upon any one of its 168 pages is any street address printed.

A second school, likewise, omits any address on its bulletins.

A third school has one address printed upon its prospectus, but directly above it is a rubber-stamped "New address"

The fourth school lists a branch office in one state, and all literature bears the postmark of a city in that state. The return envelope and the printed letterheads all carry the address of the home school, with no reference made to the branch, where in this case the original request for information was sent.

Although the fifth school receives all its mail at the same address, it recently changed its name from "university" to "institute", and has its letters signed by a newly-appointed "secretary".

6. Glowing testimonials are a feature of the literature sent out by each of these schools. Such stirring accounts purportedly come from graduates in all countries of the world—South Africa, Canada, Siam, England, India, and every state in the union, yet they all lack residence addresses and complete signatures. Scheduled mimeo-

graphed follow-up bundles are rich in these success stories. One school sent out a directory of its graduates (1919-1938) arranged by classes, names, states and countries, but with no city or home addresses. This school listed 42 new "doctors" in its typical 1938 class.

One follow-up letter states: "We don't want you to think we are competing with the resident school. If you have the time and means we strongly recommend that you attend a good resident institution, as we do not attempt to serve those individuals who wish to earn educational credits. If you desire the advantages that come with higher training for your personal satisfaction and pleasure, then we are definitely in a position to serve you. Our satisfied students are located in many different parts of the world . . . look over some of the excerpts we are sending you. Etc., Etc., Etc."

7. Enrolment forms are woefully simple, single mimeographed sheets. A typical one includes:

YES, Good Friends—

I wish to enroll and without loss of time begin my studies under your tutelage. I have read the prospectus and am happy to note the splendid faculty providing these various courses of study.

I agree to be diligent in the pursuit of my studies, and to do my best to thoroughly assimilate their teachings. I promise not merely to read the lessons, but to THINK ABOUT them, and get out of them everything possible.

With your letter before me, I wish to subscribe for the following instruction:

Name of Study Tuition \$. Credits

I wish to meet my payments as follows:

Indicate (with initials only) Degree or Degrees desired. . . .

Your name, address, city, state, and date.

In which phase of the work are you most keenly interested? Personal Development? Teaching? Practice? Lecturing?

It is indeed sad that laws provide loopholes through which such parasitic organizations are able to operate, and they continue their relentless work of capitalizing upon the pitiful aspirations of the inferior thinkers or of satisfying the pet schemings of pseudo-educational, pseudo-spiritual, and/or pseudo-psychological lecturers, teachers, and confidants.

The bait of earning a handsome degree lures many, while some clients of the sundry illegitimate practitioners are awed by the mere sight of the big, gold-framed sheepskins. A common retort is:

"Certainly, he's a wonderful doctor. His office walls are covered with diplomas galore—and he had to train for years in the best schools, or else he wouldn't be able to have them. Why, he told me himself . . ."

Every teacher should acquaint his pupils with the facts of this condition, and thus contribute his little share toward the ultimate elimination of a vicious racket.



Timely Query

The objectives, the organization, the curriculum, and the methods of teaching which have been accepted in America as adequate in the past are today outmoded. Mere revision will not do. American education must be revamped from kindergarten through college. Totalitarian powers have made such changes in their educational system almost overnight. Can democratic educators be equally efficient in creating dynamic, resourceful, efficient problem-solvers, instead of the answer-getting, slogan-following, pattern-conforming individuals so acceptable in the past?—S. A. COURTIS in *Michigan Education Journal*.

No More Little Presidents

The best advice one can give earnest seekers for better government is to tell them to become precinct captains, then ward committeemen, and then aldermen. Too long we have taught our boys and girls in school that their ultimate destiny was the presidency. The time has come when we should teach them that if they become good precinct captains, the presidency will take care of itself. After all, politics is the means whereby we arrive at compromise solutions; and if we would compromise with noble ends in view, we must be in a position where we can bargain.—KERMIT EBY in a radio address.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: HARRISON BARNES, GRACE LAWRENCE, EFFA E. PRESTON, R. ELIZABETH REYNOLDS, and JOSEPH BURTON VASCHÉ.

Maybe what our school systems need is fewer people telling us what our school systems need.

E. E. P.

Laborer and Her Hire

Justifying education becomes increasingly difficult.

Sam needed a credit in English but could not attend regular class. Arrangements were made with night school authorities for me to teach him outside of school.

For weeks before school was out in the spring we worked together, but we did not accomplish the amount of work I felt was necessary for his getting a grade in the course. After vacation began Sam came to my house every morning, except Sunday, and we continued the study.

One week-end he asked to be excused, for he had an opportunity to work. On Monday morning when he reported to me his face expressed pleasure such as I had never before seen on Sam's face.

"You know, I've been worried about paying you for your work, but I made enough money last week-end to do it," he explained.

R. E. R.

But Will Floors Be Cleaner?

Several universities have raised broom-pushing and floor-mopping to the level of a profession, by providing full-fledged in-residence courses for janitors, which solve forever such controversial issues as to whether stairs should be swept going up or coming down. The next move, we hear, will be

to broaden the curriculum, and grant such degrees as:

B.B.—*Bachelor of Buckets.*

M.B.—*Master of Bowls and/or Brooms.*

P.H.D.—*Piler Higher of Debris.*

Then, perhaps, the whitewashed walls of every school boiler-room will be plastered with Latin-engraved, presidentially-endorsed, gold-sealed parchments of graduation.

J. B. V.

Don't waste all your brilliant ideas on one lesson; save something for a brainy day. Besides, you never know when visitors will drop in.

E. E. P.

The Way It Goes

The opening day of school is really "Der Tag". You leave the shore a day early to get your hair set and then it rains, so you go up the front steps looking like a mop of storm-tossed sea-weed. The gang meets you in the office and remark you look much better since you put on more weight. You smile and hold your pocketbook over the bulging placket and tell them how well *they* look a little stouter.

Someone is giving a glowing account of a trip to Japan and someone else is showing pictures of that tour. You try to go over the high spots of your vacation—the night Aunt Emmy bought the watermelon, the day trip up the Hudson, that darn good movie you saw in Newark—no, they sound rather flat compared to being locked in the Paris Opera House, or to the swan dive out the port-hole of the inebriated lady in the next stateroom. (Maybe these loan associations aren't a bad idea.)

You look over your schedule. Three split lunches at 11:45 and two at 1:10! Nothing like regular meals. Two free periods and three T.U.'s. The clerk explains that means "temporarily unemployed". It's a free period unless the principal decides to send you someone else's class.

A company of cavalry charge down the hall. Wave upon wave sweep by you and over you. You crouch in the corner and when the terrific shouting

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

and pounding of feet stop suddenly, you lift your head. The children have entered the auditorium! You pick up your hairpins and adjust your skirt seam so it's on your hip again, and not in front.

The principal calls off the names of your class. They file after you upstairs. By the time you get there you are bringing up the rear. You unlock the door and tell them, "Remember, girls first." Fourteen boys wedge through the door, seven at a time, while you barricade yourself behind the wastebasket. They vault over each other to the back seats and the girls take what's left.

They sit there looking at you, so you decide it's your move and pass out the history books. If they read the first chapter, it will keep them quiet. Four more classes to go. The year has started! G. L.

Wonder how some of us young guys are going to feel when we get caught in the draft and find ourselves being instructed by *the same boy* we once flunked in Latin or helped expel from school? Makes a fellow sweat to think of what he might do to even the score! J. B. V.

Whose Culture?

Quotation from a superintendent's talk: "Teachers who are always agitating something are certainly lacking in culture."

Listen, brother; one may be able to tell a Goya from a Gainsborough at a glance; read Dante's *Inferno* in the original; be chummy with Tschai-kowsky, and coo like a dove, and still be utterly lacking in culture. On the other hand, one may be refined in manner, taste, and thought (that's culture to us) and still have the courage of his convictions—and how! E. E. P.

Symptom

We'd better stop teaching children to think and to take an active interest in public affairs—or certain people will decide that the public high schools are subversive.

In certain spots about New York City the men in the street are accustomed to gather in clusters to argue about the state of the nation and of the war. The *New York Times* reports that on the fringe of these groups a "mysteriously snobbish element" appears from time to time, murmuring, "But it's extraordinary how much these people know about public affairs. I don't like it—it's a symptom of social unrest." H. B.

They Oughta Know

"Schools aint what they used to be!" sharply commented the reliefee down the block the other day. "When I went to school we learned things that were hard, and that made successful men out of us. Course, I will admit that I have had some tough luck the last couple of years. But nowadays I can't figure out what teachers have in mind, the way they let kids play around—Get your relief check yet this month, Clem?" J. B. V.

Don't judge your fellow teachers by their conversation and appearance. That wacky twerp across the hall who looks as though her clothes followed her down the stairs and jumped on her may be head of the personnel department next year. E. E. P.

Revenge

When my high-school students learned I was attending night classes at a nearby university, they became interested in my work.

One day Paul asked whether I had to read books and write reports on them. When I replied that I did, John called across the aisle to him, "Maybe there's some justice after all." R. E. R.

A California janitor forgot it was a holiday, reported to school as usual, built the fire, opened the classrooms, rang the first bell, and scratched his head until it nearly bled, wondering why no one showed up. J. B. V.

At Bargain Price

The old timer who tries to palm off her obsolete book sets on the novice.

The teacher who thinks it is cute to drop a tray of silver behind you in the cafeteria.

The matron who slips her pets candy as the lines pass in the hall.

Mr. Stack who never counts the books he loans and always claims you lost a couple of each set.

The substitute who corrects your lesson plans.

The principal who "expects" you to be on time but leaves at 2:00 for a meeting scheduled 3 blocks away at 3:30.

Miss Frugal Fannie who objects to a 50-cent yearly assessment for the sick teachers' flower fund, on the ground that "flowers aren't necessary".

G. L.

For Hamilton Junior High School:

A PHILOSOPHY

By
ITS TEACHERS and PRINCIPAL

WE, AS TEACHERS in a moral nation, believe that we should strive above all things for the growth of our pupils ethically, mentally, and physically. Accordingly, we endeavor to help our pupils to set their ideals and their standards of social conduct upon their own reasoning rather than upon our external control. We work to provide opportunities and situations throughout our school in which our pupils may develop habits of cooperation, of initiative, and of independence. In guiding them through those situations, we try to aid our children to build in themselves attitudes of self-help, of ability to lead, and of willingness to follow. We strive to guard our pupils' health while endeavoring to make appealing to them and automatic in them obedience to good health habits.

In all of our actions, we try to maintain friendly, helpful relations with our pupils that we may aid them in overcoming the self-consciousness of adolescence. Through such efforts as these, we hope to graduate from our school boys and girls who are well on their way to a realization, an understanding, and an appreciation of the finer aspects of democratic living.

We, as teachers in a democratic nation, believe that upon the foundation of char-



EDITOR'S NOTE: *This article consists of a statement of the educational philosophy of the Hamilton Junior High School, Baltimore, Maryland. It was developed by the teachers and the principal of the school, and is based upon a list of objectives previously prepared by them. The article was sent to us by Miss Ida V. Flowers, principal.*

acter and personality development we should rear a structure of educational aims among which the primary one is the development of pupils to the greatest extent of their abilities. Therefore, we must strive to provide for the individual differences of our pupils. This aim we endeavor to accomplish by attempting to maintain at all times a sympathetic and a tolerant attitude toward our children, as well as by striving for deeper insight into child nature—insight based upon the harmonizing of the scientific and the practical viewpoints.

We try, also, to understand and to make correct application of the attitudes, characteristics, and tendencies of adolescence that we may render concrete aid in helping our boys and girls to solve their problems. We endeavor to develop in our pupils a willingness and an ability to set up class and school standards, to aid them to build habits of self-reliance and of greater independence in their work. In addition, by providing for them a pleasant but challenging classroom atmosphere, we attempt to develop in our boys and girls initiative and qualities of leadership.

All of these things we do while making use of homogeneous grouping, of differentiation of courses, of assignments, and of methods, as well as by careful interpretation and application of the knowledge of our pupils as gained from study of their cumulative school records. We make such efforts that our pupils may be aided in their adjustments to the complexities of modern life.

We, as teachers in a junior high school, believe that understanding of our pupils' characters, personalities, and abilities aids

us in the important task of preparing them to be continuing students in higher schools and producing workers outside of school. Consequently, we strive for the development in our boys and girls of those knowledges and skills, of those attitudes and habits which are necessary for their participation in the activities of modern life. We give to our pupils instruction, practice, and drill in the fundamental processes; we strive to make meaningful and real our pupils' present and future relationships with their community. We work to discover and to foster special interests and aptitudes in individual children, and we endeavor to guide them in the selection of those courses which will utilize and develop those aptitudes to the fullest and to the richest extent.

We attempt to lead our pupils to reasonable accomplishment in clear, intelligent, and unprejudiced thinking, in well-organized and forceful expression, and in ability to draw logical conclusions from sufficient evidence. These things we do in order that our pupils' adjustments to whatever situations they may meet in later life may be made more cheerfully and intelligently, more willingly and successfully.

We, as teachers in a modern day, believe that we should strive for pleasant relationships between ourselves and our children. We hold that teachers and pupils alike are stimulated by attractive and challenging presentations of subject matter; therefore, we endeavor to make our teaching logical and vital. We believe that in the more intimate atmosphere of the homerooms, teachers should in all school matters strive to become leaders, friends, almost parents to their pupils. In the homeroom especially, although by no means exclusively, we try to respect our pupils' individualities by extending to them the same thoughtfulness and courtesy that we expect in return. These things we do because we believe that the ability to live well with our fellowmen is an asset to our nation and to the world.

We, as teachers who must perforce serve as models, believe that we cannot build in our children ideals and standards of which we know but little ourselves. We believe, then, in working toward continued growth in character, in professional practice, and in general personal qualities. In our teaching we try to lighten what knowledge we may have with humor, to enrich it with sympathy. We strive to maintain alert minds in healthy bodies. Continually we work for further cultural and professional growth.

We try to cooperate sincerely in the carrying out of all policies held to be desirable by the Board of School Commissioners, by the Board of Superintendents, by the supervisors, and by the principal. We hold, in addition, that our loyalty to our school system is equalled only by our pride in our profession. By such efforts and attitudes, we hope to make some worthwhile contribution to our pupils, to our profession, and to our communities.

We, as teachers of Hamilton Junior High School, believe that our school is only a link in a chain of schools. We know that we receive pupils from several elementary schools, that we prepare pupils for other junior high schools, for the vocational-type school, and for the senior high school. We try, therefore, to be cognizant of the aims and of the work of those schools from which we receive our boys and girls, and of those for which we prepare them. Such knowledge of the previous accomplishments of our pupils and of their future work will assist us, we believe, in reaching our own goals and in our efforts to integrate the work of the system as a whole.

As parts of a link in the chain, then, we are anxious to give and to receive help both in the classroom and in committee; we are willing to seek solutions to educational problems by study and by research; we abide cooperatively by such regulations as have been made for the efficient functioning of the entire school system. Such efforts we be-

lieve to be helpful in the progressive growth of our children and in understanding the continuous readjustments of various parts of the school system to the changing needs of the community.

We, as teachers in the community of Hamilton, believe that we should strive to offer opportunities for education and for sociability, for recreation and for worthy use of leisure, for aesthetic appreciation and development—not only to our pupils, but also to parents, and to other adult members of our community. We believe that frequent, interesting and varied presentations of such opportunities will aid in the integration of home, school, and community.

We, as teachers in a republic which has long been actively interested in universal education, believe that effective teaching should result in a more intelligent citizenry and, therefore, in a more efficient State. We

realize that, in the final analysis, a State is composed of numerous individuals interacting and reacting in a myriad of ways, direct and indirect, between and upon one another.

We hold, therefore, that we should endeavor to lead our pupils to the greatest growth which they are capable of attaining, in order that they may carry to their present and to their future participation in civic, economic, and social responsibilities those attitudes, habits, and interests held by the people to be of the highest value.

We try to achieve this goal by offering our boys and girls a variety of curriculums as well as inspirational, practical and sound courses of study, carefully developed, efficiently administered, and thoroughly taught. This we do in order to develop well-informed citizens interested in building their State into a better place in which to live and to make a living.



Education in the Crisis

One obligation of education, however, stands high above all others—the obligation to revive, clarify, and apply to life the articles of the democratic faith. The struggle now shaking the earth is not primarily a struggle of armed forces. Fundamentally, it is a struggle of social faiths, a struggle to determine what moral ideas and values are to shape the new world order and thus establish, perhaps for centuries, the life patterns that men will follow. It is also a struggle between educational programs and purposes.

Clearly the American public school cannot stand idly by as this struggle moves toward its denouement. Guardian of the things of the spirit and symbol of the future, it must rise to meet the challenge of the dictators, not with a call to worship at the shrine of moral barbarism, social bigotry, political tyranny, national hatreds, and war, but rather with an appeal to the young to devote their energies and enthusiasms to the building of a world of social justice, economic security, personal liberty, human dignity, international cooperation, and peace. This is the first obligation of education in the present crisis.—GEORGE S. COUNTS in the *Chicago Union Teacher*.

Before Military Training

What we in education should do is to put all our resources at the disposition of the nation (that is, of ourselves), using every effort to provide a constructive leadership for what is essentially a human task involving methods of training and development that educators ought to be more skilled in than those who are not equipped with the means of dealing constructively with other human beings.

We can and should remind those directing the nation's defence program of the findings of the War Department after the last war—that routine military training is the least important element in national defence, the important elements being those that education is best calculated to provide—good health, good attitudes, technical training, above all convictions of the worthwhileness of the cause. And we can take the opportunity to make our education less unreal and formal—especially at the youth level—by rebuilding it out of the fundamental needs of human beings in a democratic society.

Even going to war will provide some compensation if it results in a real developmental program for youth instead of our present artificial education in secondary school and college.—W. CARSON RYAN in the *Chicago Union Teacher*.

DESIGN FOR LIVING

in the English CLASSROOM

By ELLEN HANFORD

IF A GOAL is a complaint in reverse, I was well supplied. In the first place I was too busy. Although that is not a new note from a high-school English teacher, I frankly admitted that my trouble was busy-ness, not business. It was not papers, which I had learned to take in my stride, nor large classes, which I prefer, but the time-consuming details of classroom routine, which, overflowing into the interval between class periods, crowded out the personal contacts so vital to real teaching.

My second complaint was that my pupils were too docile followers. That, on the surface, may seem sheer heresy, but it was just a euphemistic confession that the boys and girls in my classes were sadly lacking in leadership and initiative.

Just at this point of quandary, I enrolled in an extension course which was apparently custom designed to fit my need, for it not only showed me the relationship of my two problems but pointed the way to their solution. "Learning by doing", education through meaningful activities, was the

theme song of the course. Gradually I realized that my own busy-ness had denied pupils opportunities for developing initiative and leadership, the lack of which I deplored. Out of this realization came an idea, an experiment, and eventually the class club plan of which I write.

This is the place to leave much in the ink-well—four years of experimenting, in fact—and to come to the club plan as we use it today.

Although all classes follow the same procedure of organization, no two ever arrive at exactly the same set-up of officers and committees. But all class clubs have three points in common: a workable constitution, which is respected by the teacher as well as the pupils; a job for every member which offers training to the individual and service to the group; elections at mid-semester with no second terms for officers.

Pupil reaction to the plan is favorable. "It's more fun. We do things ourselves." A glimpse into the classroom before the bell rings would give evidence of the last statement. The officers would be giving out papers and copying the assignment on the board. Committees would be busy checking records for overdue books or magazines or making new charges. Around the bulletin board would be a group of critical pupils getting ready to tell the committee in charge just what is wrong—or possibly right—with this week's display. That harried individual dashing from one classmate to another would be the program chairman extracting speech topics for the morrow's program. You would not call it a peaceful scene if you demand repressed quiet. However, if you will accept friendliness, cooperation

EDITOR'S NOTE: *The club plan which the author shows in action in her English classes is of course just as suitable for classrooms in which other subjects are taught. We gather that a teacher can be bogged down in details if he chooses—but that it is much better to divide classroom responsibilities with the pupils, and watch them grow in self-reliance and in the qualities of good citizenship in a democracy. Miss Hanford teaches in the Utica Free Academy, Utica, New York.*

and contentment as elements of peace, you would be satisfied.

Substitute teachers have usually been surprised but pleased by the club plan. Unless I know that my absence is to be prolonged, I always suggest that the substitute teacher turn the class over to the president and act merely as guest observer and reporter. I judge that those have fared best who did so, for pupil reaction was unfavorable to one substitute who had insisted upon taking charge. "She didn't give us a chance. She wanted to do it all herself. She talked so much we couldn't get much done."

On another occasion when the substitute had dared to trust my instructions, I was besieged on the morning of my return with questions about the "sub's" report. "What did she say about us? Did we do better than the fourth-period class?" Down through the generations, the occasion of a substitute teacher has been a chance for students to "show off". The club plan encourages them to do just that—in leadership and cooperative response.

Personally I like the club plan because it has released me from busy-ness for the real business of teaching. Between classes I now have time to answer individual questions, speak a word of encouragement, or deliver an equally salutary ultimatum. I like the plan because it frees me from the pressure of always getting things started. No longer do I regard a delay in the halls that will make me late for class or a conference that calls me from the classroom as time wasted. These interruptions have become opportunities for practice in student leadership.

Last year an interview with a parent through an interpreter consumed more than half of one class period. When I entered the room, the lesson was so well in progress that I reached for my textbook and slipped into a vacant seat. Meticulously the president was following our plan of procedure—calling for recitations and then offering a chance for questions and disagreement. While I listened, not an error

went unchallenged. When the lesson was concluded, the president asked pupils to repeat unsettled questions and called upon me to explain. This done, he turned the chair over to me. There were still three minutes left for comment on a pupil-led recitation. Here was no wasted time. Instead the class had had the best grammar lesson of the week and a much more valuable lesson in cooperative activity.

I like the club plan because I am no longer obliged to combine the functions of a prosecuting attorney and sentencing judge. If a bulletin board is a botch, if a speech is dull, if a business meeting drags, the committee, the individual, or the officer responsible will be told—definitely! In fact, I frequently find myself in the role of counsel for the defense. Pupils, as a rule, are less patient than the teacher and expect their advice to be heeded.

Recently one boy remarked indignantly: "This is the third time I've told Arthur to stand still while he is talking. I think it's time he paid attention." Young people soon sense the fairness of pitting a student against himself instead of someone else. "John has given better talks than today's" or "Our president showed improvement in conducting today's meeting" are comments I like to hear. Perhaps the peak of pupil comment, which we occasionally achieve, is voluntary self-criticism.

One morning the chairman of the bulletin-board committee arrived early and announced that she had changed her appointment with the dentist so that the bulletin board would be ready on time. Having bowed to many a dentist's appointment, I was wondering whether to feel proud or conscience-smitten over my triumph, when she continued, "I wasn't going to let that other class have a chance to say our committee was late." Evidently it was no triumph of mine!

Harnessing pupil opinion through giving an opportunity for class comment greatly increases the teacher's power to

motivate good work. Faculty praise and censure are puny beside the frank judgment of one's peers. Furthermore, in learning to recognize fair standards and to judge himself and others by them the pupil is acquiring a habit of greater life value than any information the classroom can offer.

Not only does the club give training in the simple parliamentary procedure of a business meeting, but it offers an established medium for and an atmosphere conducive to free discussion. More and more frequently I have used what we call voluntary discussion programs, particularly in connection with reading assignments in current magazines and books.

Fortunately our text includes a chapter on leading and participating in discussions. With a study of these standards as preparation, I ask the chairman of the magazine committee or one of the officers to conduct a discussion on the reading of the month. The leader tries to stimulate free expression of opinion without taking part himself, to keep the discussion on the subject and moving forward. Although participation is entirely voluntary, our first requisite for a successful discussion is a wide response. We urge clear speaking, good listening, and disagreement without discourtesy. Here we have a speech activity closer to a life pattern than any formal, oral English program.

As a rule the club plan brings out the best in pupils and raises the caliber of their regular work. Only last term a popular boy of moderate ability was elected president of his club. No officer ever took his office more seriously or showed greater desire to be helpful. Near the end of the term I overheard sharp faculty criticism of the conduct of this pupil.

I was so surprised that I investigated to discover whether there were two pupils by the same name. There were not. His strong sense of leadership craved outlet. Given it, he was a force for order. Denied it, he could be, according to tart faculty opinion, "a perfect nuisance".

A somewhat similar case concerned a socialite dullard. Entering the class as a repeater, he was both incapable and indifferent until he was elected class treasurer. Prompt and reliable, he was soon recognized for his efficiency, lost his surly offishness, and came along with the rest of us to the best of his ability.

The club plan focuses the attention of some of the honor pupils upon those personal qualities which they must combine with their scholastic achievements for real success in life. Often the bookworms are not the best club workers. Frequently they need to learn tact, consideration, and group loyalty, to develop self-confidence and salesmanship.

Still a third group for whom the club is a boon are the "don't-like-English" clan. These "non-convertibles" are not won over by the plan, but they do respond more willingly to pupil leadership than to any teacher leadership that I have been able to offer. Frequently, during pupil-led discussions, I have been pleased when some technically-minded boy (sworn foe of oral English) would voluntarily rise to set right some glib academic pupil on matters scientific.

The club plan is rather deflating to the ego of the teacher, who in proportion to the success of the club will find her place more and more in the background.

One day in a sophomore business meeting an amendment regarding some procedure was proposed. While the class were debating it, a little girl objected because the method in use had been approved by the teacher. Immediately a quiet little boy, his face flushed with earnestness, rose in refutation. "That's not the right way to look at it. We're supposed to think things out for ourselves and make our own decisions. This is our club. After all, Miss Hanford is only our teacher."

After this rebuke, solemnly delivered and respectfully received, the class once more settled themselves to making their own decisions with a seriousness that "only their

teacher" frantically strove to imitate. There is something about working as an organized group that fosters the *we* spirit. The change in pronouns from *you* and *I* to *we* is symbolic of the change in attitude in the classroom.

Thus far I have not used the one word which summarizes the club plan both in purpose and method—democracy. We realize just how apt is the application when we read Professor Cox's statement that "democracy must be judged by its ability to make every citizen a creative leader in some enterprise, however small, and at the same time a contented but critical follower of

superior insight in other fields, however extended."

Creative leadership, contented but critical following—these are the very essence of the class club plan which trains for democracy, not by studying its past, not by planning its future, but by living its principles in the present. Although this scheme was conceived in those halcyon days when democracy was something within which Americans lived comfortably and gratefully but about which they felt slight productive responsibility, I still know of no better design for democratic living in the English classroom.



Recently They Said:

Poll Slackers

From 1896 there has been a fairly steady decline (in the per cent of qualified voters who vote in national elections). The present abnormal depression and consequent economic fears stimulated voters at the last two national elections, as was true in the hotly contested Bryan campaign of 1896. But even the all-time high popular vote of 1936 left one-fourth or more of our boasted freemen unrecorded at the polls. When voters fail to respond to the exciting debates, propaganda, and potent personalities involved in national elections, we need no statistics to conclude that their participation in routine local elections will be even more curtailed. In elections for municipal councils careful computation shows that less than 47% of the eligible voters participate in cities of over 500,000; less than 35% in cities of 100,000 to 200,000; and not over 50% in cities 10,000 to 30,000. In short we now have a less than 50% democracy in local self-government, which means that we do not have a democracy at all. Thus, we see that non-voting in this country is a modern evil and that it exhibits a trend truly alarming to the democratic state.—*The American Citizen*.

Practice Chases Belief

We must not expect to "educate" Tony, or Peter, or even William, all of a sudden. To aim high, to try and fail, to be discouraged, to try again and fail again, to do the best we can with the materials which are forced upon us—this is the way a

progressive world was made to work. In order to achieve genuine progress, someone must invariably "believe in" more than he or anyone else is able to put into practice. The moment our practice catches up with our belief, at that moment progress stops dead.—GERTRUDE CHANDLER WARNER in *Connecticut Teacher*.

Mathematics Credo

I should like to see elementary geometry, as at present taught in all but a few schools in the United States, pitched neck and crop out of education. And to prevent a possible misunderstanding, this is not a plea for what is technically called "progressive education". . . .

Without further beating about the bush, I suggest to the teachers of secondary mathematics that they seriously consider throwing the traditional course in geometry out of the schools and substituting for it more vital mathematics closer to the needs and practices of the twentieth century. Anyone whose mind has emerged from the nineteenth century can offer several topics to replace the antiquated geometry that now wastes a year of the students' time when they might be mastering some mathematics likely to be of use to them. The only ground for retaining the classical course in geometry is the training in deductive reasoning which it affords, and this, we have seen, is largely mythical in geometry as actually taught. As strict a training in reasoning as is desired can be given in any mathematical subject once the students have learned the practical technique.—ERIC T. BELL in *The Texas Outlook*.

Professional Periodical Facilities for Teachers

(A survey in Indiana junior high schools)

By B. HARRY GUNDERSON

HOW MUCH have we teachers done toward making the current issues of educational periodicals available to ourselves? In what way are we encouraging educators to keep up professionally? As in most other fields, education is making important and far reaching shifts. For better or for worse? Educators are not sure! It has been said that the original mind is the well-informed mind. James Harvey Robinson, in his *The Mind in the Making*, says that most people do not reason, but rationalize! With challenges such as these from every front, we must know the concurrent score, educationally.

Since critical reading of professional magazines is an acceptable method of keeping alert to current problems and controversies let us explore the library facilities available to the junior-high-school teachers in the State of Indiana. We can investigate, however, only the superficial, physical facilities of these special libraries. The extent to which libraries are used is another matter and will not be dealt with in this article.

An attempt will be made here to show (1) where the junior-high-school profes-

sional periodical facilities exist, (2) in what form they exist, and (3) how they are maintained.

Because the writer is more familiar with junior-high-school activities, these data will center interest in this phase of public education. To enlarge the scope of the data doubtless would diminish the value of the material gathered.

The sampling is restricted to the forty-two junior-high-schools in the State of Indiana. The very nature of the data pursued forces such limitation in selecting schools. The locale could have been arbitrarily set for any region, but because of the writer's background in this state it was thought a more comprehensive and helpful study could be effected by a study of Indiana.

For want of a better procedure the questionnaire technique was set up to collect the desired information and data. Since this study deals directly with junior-high-schools, the Indiana School Directory for 1939-40 was used to make up the mailing list for the questionnaire. The principal's name and his school as found in this directory was used to make direct contact. The list was rechecked for adequacy and correctness through the courtesy of the Directory of the Division of Public School Inspection.

This group of junior high schools gave us enough information to present a fine cross-sectional picture of the professional library facilities of Indiana.

The first installation of these facilities was in 1924; thus the increased use of them ranges over a period of 16 years. From this

EDITOR'S NOTE: *This article is based upon the author's investigation of professional periodical library facilities in the junior high schools of Indiana. Methods of financing and operating this faculty service in various reporting junior high schools are presented. Mr. Gunderson teaches in the Dennis Junior High School, Richmond, Indiana.*

FINANCING OF PROFESSIONAL PERIODICAL LIBRARY SUBSCRIPTION PURCHASES
IN 15 INDIANA JUNIOR HIGH SCHOOLS

	<i>School Board</i>	<i>Bldg. Office Fund</i>	<i>Teacher Assessment</i>	<i>P.T.A.</i>
Total Amount.....	\$120	\$181.30	\$79.60	\$10
Range.....	10-50	5-40	22-35	10
Median.....	24	22.66+	27.53+	10

report, Anderson, Indiana, Junior High School was found to be the first to have a professional periodical library.

The principals throughout the State gave many reasons for starting these facilities in their respective schools. Here they are:

1. Because of general interest in the project.
2. To give teachers access to publications.
3. To assist teachers and save money.
4. My own idea to keep up professional interest.
5. For professional improvement.
6. Educational value to teachers.
7. To give teachers a knowledge of progress in various fields.
8. Outgrowth of discussion at teachers' meeting.
9. Educational progress.
10. Requested by teachers.
11. Promote professional thinking.
12. To keep in touch with modern practice.

Fifteen Indiana junior high schools reported organized plans for professional periodical libraries for their teachers. The financing of the magazines was distributed over several agencies, and was allocated among them as shown in the accompanying table.

The money made available through these sources was spent under the management of (1) the teacher (restricted to suggestions from other teachers) in 7 cases, (2) the principal, in 6, (3) the school department, in 6, (4) a committee, in 5, (5) the teacher (restricted to administrative suggestions), in 1, and (6) the librarian, in 1.

The selection of periodicals fell under the following general classifications: departmentalized periodicals by 10 schools, general content magazines by 9, supervision and administration by 1, guidance by 1, and secondary-education periodicals by 1.

An account of where the current maga-

zines are kept in these libraries follows: In the school office by 9, in the school library by 6, in a designated room by 1, and in the dean's office by 1.

The problem of caring for back issues is always a concern where a quantity of magazines is handled. This would very likely be the case wherever the facilities and physical equipment are very limited. Making material readily and continuously available seems to be the core of the problem. The back issues of magazines were filed in these places: In vertical files by 4, on library open shelves by 4, in the library by 3, and in drawers or shelves (no definite location designated) by 1. They were tied in bundles by 1, and placed in the study hall by 1.

As one measure of magazine value to the various schools, each principal was asked to report his personal opinion on the five most helpful magazines in his school's professional library. The replies indicated a rather lengthy list of magazines, with *THE CLEARING HOUSE* ranking first in frequency of mention. The following table gives the periodicals that ranked first to sixth in frequency of appearance in the principals' selected lists. Journals tied for third and sixth places are entered alphabetically.

<i>The Clearing House</i>	First
<i>School Executive</i>	Second
<i>Education Digest</i>	Third
<i>The Nation's Schools</i>	
<i>N.E.A. Journal</i>	
<i>The English Journal</i>	Fourth
<i>Hygeia</i>	Fifth
<i>Elementary School Journal</i>	Sixth
<i>National Geographic</i>	
<i>Reader's Digest</i>	
<i>School Review</i>	

The comments made by the principals concerning their periodical libraries are not only helpful in giving specific information on what is being done but also should be beneficial in helping others to develop balanced professional materials for teachers in service. The following comments by junior-high-school principals in schools that have professional periodical libraries were given voluntarily and are direct quotations:

1. Our aim now is to get at least one good magazine for each department, i.e., *The English Journal*, for English.

2. We also have access to a branch library which has some professional books on its shelves.

3. We have over 1,000 pupils in grades 7, 8, and 9. Use book rental system. Spend from \$1,800 to \$2,300 each year for books, magazines, and teaching materials. This includes our professional library. Anything, books or magazines, that will tend to give aid to teachers or will aid the pupils may be purchased. We purchase all textbooks for our teachers who take extension classes during school term. These books become a part of our professional library. Each and every teacher has a right to ask for materials for the professional library and *anything that* is needed for her class instruction. *We have the money.* Every teacher builds her room or teaching library for her different classes in her room the first of the semester from the big library. During the semester she returns books and gets others. Her big job is to watch out for new materials she can use. Such a program over a period of years has placed 16,000 books in our building.

Comments from principals in schools that do *not* have professional periodical facilities:

1. I have just recently come into this

post—we are planning to set up a teachers' library of late professional books and magazines, and to have forums on the live topics in the best.

2. Magazines and books bought by principal and may be used by teacher.

3. Our people have the use of a university library. While we have a few professional books, we cannot call the collection a professional library.

4. Each teacher takes his own professional magazines. We have some professional books supplied by the superintendent and the school board.

5. Our Teachers' Club selects magazines to be sent to the city library, where they are read by those so desiring. The library, with cooperation of the superintendent, buys professional books for benefit of teachers. Magazines may change from year to year.

6. Several professional books are listed in our library. The only professional magazine that the school subscribes to is *THE CLEARING HOUSE*. About a dozen or so professional magazines are available in the superintendent's office, in our building.

As teachers, we are often criticized as being the poorest readers of our own professional materials. Some of our critics even go so far as to place teachers in the category of those who do the least reading in the general field of published materials. Consequently teachers are said to be meagerly informed about contemporary issues and current professional theorems.

As J. B. Sears puts it in *The School Survey*, "We know that professionally, a teacher who is not growing is dying." One way of keeping alive professionally is through the adequate use of our best professional books and periodicals.



Tap Their Enthusiasm

The dictatorships have demonstrated how heartily youth will respond to a challenge. It is the task of the American schools to challenge young people to

the support of American democracy in the present crisis.—WILLARD E. GIVENS in the *Chicago Union Teacher*.

BABY DAY: *(And how a history project was motivated by the event)*

a tradition at Stamford High School

By GLENN W. MOON

GIrls in scanty dresses, hair braided and tied with flashing ribbon, carrying dolls, baby rattles, all-day suckers, and accompanied by a cat, dog, or baby sister. Boys sucking nipples bottles filled with questionable-looking brown liquid, lugging horns, balloons, noisemakers, baseball bats, balls, mechanical mice, lizards, and snakes, together with a brilliant red apple for teacher, or smoking big black rubber cigars, and dragging trains of cars, toy wagons, wooden ducks, and chickens.

A stranger coming upon this striking exhibition of youthful exuberance might at first think he had wandered by mistake into a refuge for the insane; but pupils and teachers know it is only Senior Baby Day



EDITOR'S NOTE: *How many American high schools have distinctive traditions, so ancient that the oldest member of the faculty cannot recall their origin? Schools in England seem to be better equipped with such trappings. Anyway, the seniors of Stamford, Connecticut, have a tradition so hoary that it is lost in the dim mists of the first decade of this century. Upon a day in June, the seniors descend upon the school dressed as babies, and act like babies all day long in classes. A majority of teachers is estimated to be out of sympathy with the custom, and some of them make nasty cracks at the infants. The author here reports how he used Baby Day to motivate a history project. Will readers write to us about any quaint customs of long standing in their schools? We aren't promising to do anything about it—but we shall read the letters.*

in the Stamford High School. And so long has this spring custom been established in the school that the oldest teacher cannot recall its origin, and the youngest sophomore looks forward to the day when, as a senior, he may have the pleasure of participating.

Even though all pupils find the day enjoyable, for many teachers it accentuates ordinary year-end tensions, and produces worry, frayed nerves, disciplinary problems, disrupted classes.

As a consequence, some instructors seize the opportunity to explain caustically that for once pupils' clothes are in keeping with regular classroom habits. One remarked to a fellow teacher, "I am so disgusted. Baby Day is such a difficult day. It is so hard to do any teaching. The seniors are terrible. They seem to have shed all the training and culture we have given them during the year."

Many teachers, on the contrary, submit philosophically, suspend educational operations, relax and enjoy the fun.

For a few teachers the day provides a challenging opportunity to capture the spontaneous enthusiasms generated by temporary release from regular school routine and to turn them to the advantage of their subject. What follows is one mode of procedure.

Because of sightseeing through the halls, many pupils arrive in class tardily, but eventually all arrive. Appearing in no haste to begin the regular order, we take note of unusual costumes, strange looking toys, interesting dolls, strident noisemakers, and make comfortable any dogs, cats, pet mice, little brothers or little sisters. Meanwhile, many pupils have started to wonder if we

shall have class or not, and it is then that the second stage of the procedure begins.

"Because all of us, old and young, are human," we begin, "it seems that everyone tries to appear to be what he is not." Since this apparently has nothing to do with American history and the assigned material for the day, pupils think there can be no harm in listening. They do.

"The poor man," we continue, "enjoys the pleasant sensation of appearing wealthy; the rich man wears old clothes to give impressions of poverty. The adept player of a game may plead lack of skill; an awkward player tries to appear adept. The young girls in your neighborhood love to dress in their mother's ancient finery and live for a while in a make-believe adult world. And so today, in attempting to appear to be what they are not, mentally mature seniors dress and act like immature infants."

By now, their attention has been diverted, thinking has begun, and surprised as they are by this subtle and unexpected compliment, the class is on the way to the regular order without being aware of it.

The question, "Can anyone connect Baby Day with history?" helps us move forward. The pupils rise to the bait, and though the question implies some historical connections, the possibility is so remote as to be intriguing—yet harmless.

In the discussion that follows, we make the point that the compelling reason for Baby Day is that Baby Day has occurred often enough in past years to become a

fixed part of every high-school senior's experience. Hence, the day is observed now not because we originate the idea now, or will to do it now, but because we find ourselves in the grip of the past, under the influence of the past physically and mentally.

Baby Day, then, is a concrete example of the power of history to direct our present conduct; the ability of the past to live forever, forcefully, and dynamically in the present.

Now the class is challenged, "Name one historical character about whom we have studied, who you believe is dead, and we shall prove conclusively that he still lives."

One pupil, with the light of mischief glowing in his sharp brown eyes, proposes Aaron Burr. From our history, the boy has gathered that on at least one side this man's character has unsavory characteristics. Hence, his attitude reveals that of course this man is dead, but even if he is not, perhaps he ought to be. Presumably the teacher faces an impossible dilemma. But this return challenge is met easily. The class is requested to turn to the twelfth amendment to the Constitution. Discussion and explanation soon convinces doubters that Burr still lives.

After spirited analysis of the further contention that "many historical characters are more alive today, practically speaking, than when they were present physically," both Baby Day and history assume new significance. And transition to regular class business occurs as a matter of course.



Teachers as Publicists

If this be public-school relations, then the responsibility of the teacher becomes readily apparent. For, in the final analysis, the school is not judged by the glitter and gleam of those who sit in the seats of the mighty but by the teacher who does a good job in the classroom. If the school administrator makes a rousing speech at his service club, the local public relations program is probably improved a little. If the secretary to the superintendent, that staunch defender of the inner gates against parents who would sob on the executive

shoulder, handles her job with graciousness and aplomb, that probably helps a little, too. But in the long stretch, it is the work and effort and attitude of the classroom teacher by which the worth of the school is judged. What happens to little Johnnie in his struggle to learn to read is more important to the parent and the school patron than all of the administrative devices of those who sit in the front office and think up things for the staff to work on.—FREDERICK JAMES MOFFITT in *New York State Education*.

PERSONALITY WEEK:

Arlington student council sponsors project

By ESTELLA DYER

AN INTERESTING project that was sponsored by the Student Council of the Arlington High School during the week of January 29 to February 2 was "Personality-Plus Week". The council, which is composed of one member elected from each of the sixteen homerooms, works to preserve the best things at Arlington High School and to make improvements where it can.

The purpose of this project was to call to the attention of every pupil some of the many factors which make up personality and to help him to recognize and to understand some of the many different traits which cause a person to be liked or to be disliked by other people.

On Friday, January 26, an advertising broadcast was given during the last period by one of the homerooms, to introduce the project and to help the pupils to get a better idea of the objectives of the next week's program.

On Monday morning attractive tags, a different color for each class (They had been designed and duplicated on the mimeograph machine by one of the homerooms.) were distributed, and entertaining posters were placed about the school.

EDITOR'S NOTE: Miss Dyer teaches in the Arlington, Washington, High School, whose Student Council sponsored "Personality-Plus Week". THE CLEARING HOUSE has published several criticisms of special weeks and days that are promoted by pressure groups outside the school. Such criticisms by no means apply to special events of genuine educational value, originated from within the school, such as the one explained in this article.

During the first four days of the week short broadcasts were given over the loud-speaker system. Some of the girls' groups looked upon this as a golden opportunity to tell the boys some specific ways in which they might improve and develop their personalities. Of course, the boys came back with a few pointers for the girls that they felt would add a few plusses to feminine personalities. During the four days quite a variety of qualities that go to make up personality were discussed.

On Monday, a freshman girls' group and a freshman boys' group were represented; on Tuesday, two sophomore homerooms gave the program; on Wednesday, two junior groups; and on Thursday, two senior groups gave their ideas on what makes a person popular.

Friday morning questions were answered. One of the homerooms had placed a question box in the library at the beginning of the week. Now they answered the sensible questions, prudently passing over those that were not so sensible.

Thursday afternoon, during a half-hour homeroom, a personality quiz was given to the pupils. The purpose of this quiz was not to grade the pupil, but to help him to determine his personality score and to estimate his own ability to get along with others. He marked his own paper and kept the results to himself if he so desired. Some pupils were quite surprised to learn of the ways in which they fail to get along with others.

For Friday afternoon an assembly was arranged. After a short program an outside speaker talked to the student body on the attainment of a good personality. The pupils considered themselves fortunate in

having her, as she is a person interested in boys and girls and the problems they encounter.

The council members feel that this project was worthwhile, interesting, and a lot of fun. They enjoyed working on it so much that they want to try it another year, and have already thought of some ways in which they can improve it.

Some other interesting projects that have

been sponsored by the council include "Courtesy Week", "Better Speech Week", and "Color Week". At the present time the group is working on plans for an "Opportunity Week," which will be designed to give the pupils a picture of some of the different opportunities open to young people today, not only in high school and in schools of different types beyond high school, but in obtaining jobs as well.



The Crisis in Instructional Equipment

I will confine what I have to say to the use of the textbook and other instructional equipment in teaching geography, history, and other social studies. What is true of the social studies, however, is true also, to a greater or lesser degree, of other subjects in the curriculum. My thesis will be that the textbook is at present an indispensable part of instructional equipment, but only a part. . . .

The majority of teachers are not sufficiently trained to conduct instruction after the manner of many European schools, in which the teacher is the chief source of information and guidance. This European practice, moreover, is contrary to the ideals in American education, which stress the development of the ability to work independently, with authoritative sources of information. In the achievement of this ideal, the production and proper use of textbooks and collateral reading are matters of the greatest importance. . . .

Textbooks in such subjects as geography, hygiene, history, and science are difficult, if not impossible, to understand unless supplemented by more detailed and concrete sources of information. It is impossible, therefore, to do good teaching in so-called content subjects on the basis of a single textbook. These books must be supplemented in many ways, the most important of which is by the use of what have been called collateral or supplementary readings. Such readings are more properly regarded as basic, since they contain the concrete data that make thoughtful learning possible. This does not mean that the textbook is to be displaced; its function is to give an organization to knowledge that has been procured elsewhere. In order to make desired organizations stand out, it has sometimes been urged that the size of textbooks should be reduced, provided, of course, they be used in conjunction with an adequate amount of basic or collateral readings. . . .

The first step in obtaining adequate instructional equipment would seem, therefore, to be the removal of unnecessary divergences in curriculum making. I have no doubt that, when a sufficiently large demand is created for any type of instructional equipment, publishers will gladly and promptly meet the challenge of providing it. . . .

In conclusion, it should be pointed out that the meagerness of instructional equipment in the United States at the present time is a disgrace. Such equipment is necessary for training students even under the most expert teachers, and under the poor teacher it is the pupil's only hope. Even in the most prosperous times, the amount spent for textbooks and reference materials was an insignificant part of the total school budget. Recent reports of certain school budgets indicate an expenditure for instructional material that is as low as one-half of 1 per cent of the whole budget. Expenditures as low as 1 or 2 per cent are very common.

It is clearly impossible to attain even the most restricted list of modern educational objectives with such impoverished equipment. The course of study is changing; important new data should be made available; soundness of thinking is demanded as never before; classes are larger; and the quality of teachers is likely to be decreased by false programs of economy. Each and all of these factors increase the importance of adequate equipment in the way of textbooks and collateral readings. The need for more and better reference materials is especially great. It would be conservative, I think, to say that we should now spend at least twice as much for such equipment as was spent in the most prosperous times. Undoubtedly, the expenditure for instructional materials should be the last item to be cut, even when economy requires that the budget be rigidly limited.—ERNEST HORN in *The Business Education World*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

NIGHT GAMES: Last year, of 458 Ohio high schools that had football teams, about one-fourth had lighted fields, and about two-thirds of all the teams played at least one game each at night, reports Claude W. Henkle in *Ohio Schools*. Schools with lighted fields reported average increases in attendance at night games of 50 to 100%. Costs of installing lighting facilities ranged from \$750 to \$10,000; the majority cost from \$1,500 to \$3,000; and in most cases the school athletic association paid the cost. Many uses of the lighted fields for other activities of the schools and of outside organizations were reported. Nor did the schools have any trouble in finding uses for the increased revenues.

GRADUATES: Unable to find part-time employment that would finance a college education, almost one-half of the high-school graduates who would like to go to college never do. This is a finding in a 5-year study made by Prof. A. C. Payne of Indiana State Teachers College. Many of the brightest and most scholarly high-school graduates are thus denied college training. Prof. Payne found that if high-school graduates do not enter college sometime during the first year they are out, they are unlikely to do so later. About one student of every five in Indiana State Teachers College is there by virtue of a National Youth Administration job. These NYA students are "the most outstanding single group of students on the campus, so far as grade making is concerned."

FOOD: A dramatic presentation of the health condition and food needs of "The 45,000,000 of us who live below the safety line because we do not get the food we need" is the subject of a special September issue of *Consumers' Guide*, publication of the Consumers' Counsel Division of the U. S. Department of Agriculture. Title of the special number is "Food and National Defense Issue". A total of 150,000 copies are available for free distribution. Librarians, social-studies, and home-making teachers particularly will find the issue useful. Its story is told in adult-primer style, with lavish use of forceful pictures. At the end are: a page of suggestions for local-community action; a two-page chart showing the amount of weekly food of each type needed by children of each age group, and by adults in active, moderate, and inactive work, classified by sex; and a page listing sources of information in city, county, state, and nation. Some of the sources in the city and county lists suggest

persons who might visit a class to talk or answer questions. Free copies may be obtained from the Consumers' Counsel Division, Department of Agriculture, Washington, D.C., and additional copies at 5 cents each may be ordered from the Superintendent of Documents, Washington, D.C.

CHECK-UP: Ninety high schools were recently examined, to determine what was being done to inculcate ideals of citizenship and democracy among the pupils, by the Educational Policies Commission of the N. E. A. With few exceptions, efforts of the schools in this area were discouraging: "Civic education is fragmentary, incomplete, and in need of drastic revision in high schools throughout the country." In one opening phase of the investigation, 2,000 pupils in 40 high schools were asked to write brief statements on what "democracy" meant to them. Fewer than one-third of the pupils seemed aware that in a democracy citizens have obligations as well as privileges. About two-thirds defined democracy solely in terms of rights and liberties, without reference to any responsibilities.

LETTERS: An estimated 5,000,000 letters have been exchanged between boys and girls in the six continents through the International Friendship League since its organization 10 years ago, the League announces. Practically all of the correspondence is done in the English language, since it is taught in the schools throughout the world. Through the departments of education in 86 countries and territories, long lists of names, ages, addresses, and special interests of boys and girls who wish to have pen friends in the United States, are obtained by the League. These lists are then distributed through teachers to school children in this country. Requests for information, accompanied by self-addressed, stamped envelopes, should be sent to the International Friendship League, 41 Mt. Vernon street, Boston, Mass. The League reports that lists of South American boys and girls are plentiful and that the Latin-American countries are particularly enthusiastic about the plan. So unless your classes' interests are elsewhere, this would seem an opportunity for you to do your bit for hemispherical amity.

HYSTERIA: With more and more war hysteria evident, states the *Wisconsin Journal of Education*, it's going to be hard to retain a balance in matters

(Continued on page 192)

➤ EDITORIAL ➤

A Rose Is a Rose—Or Is It?

SCHOOL teachers everywhere inveigh against slang, and quite properly. It is all the things they say it is. It is unrefined. Its use impairs one's ability to select with precision the word or phrase to convey a thought. Slang even interferes with critical thinking.

Slang is an abomination. But it is something else: it is a significant index of the essential philosophy of all who use it. A catalog of slang expressions arranged chronologically in the order of their occurrence in popular speech and writing would parallel the hopes and fears, the enthusiasm and the cynicism of the people.

"I'll tell the world!" was a slang expression current when we were on the up-grade, definitely. It is keyed in a boastful and congenial mood. It is friendly and buoyant. Perhaps it is related to the conditions that gave us a decade of Yes-men, the professionally congenial affirmers.

Affirmation, but of a slightly different quality, is the mood conveyed by the later phrase, "You're telling me?" Skepticism, souring into acid cynicism, shows forth in the popular challenge of a few years later, "Oh, yeah!—Says who?"

Here is a subject for some ambitious young researcher. Phenomena of language, these cryptic snatches of argot! Who will write us a dissertation to show (objectively) how they have both reflected and conditioned our philosophy? Are there factories unbuilt and great enterprises shelved because of the lack of faith subtly conveyed in a slang phrase one hears from breakfast until supper?

This one, for example—our current habit of turning a shadow of doubt on every statement by adding, after a syncopated pause, ". . . Or is it?"—Vichy is the seat of

the French government . . . or is it? Protected by two vast oceans, we are secure against invasion . . . or are we?

Slang is an abomination . . . or is it? This new conversational barb will wear itself out shortly, worse luck. For what do we need more than some reminder that the "facts" we learn and the "facts" we teach are refined and vitalized by our own doubts? The rank tyranny of teachers and textbooks that dogmatize must yield before the pressure of a phrase that has behind it something more powerful in our times than tradition. Truth, with a capital "T", stands a sporting chance with us while we, unlike most of Dr. Goebbels' students, may season with a grain of salt the most likely morsels of dogma.

The advantage we enjoy from light doses of a tonic skepticism would be undone, of course, if we allowed ourselves as a people to balance every belief with an exact amount of doubt. The donkey in the proverb, starving to death midway between two haystacks because of the perfect balance of his impulses, should symbolize the moral. Most of us like to be known as liberals, and yet the inherent limitation of liberalism is a haystack-donkey-haystack complex. We mistrust our impulses, we glorify logic, we verbalize every healthy urge to positive action.

The British, at the time I write, are engaged in a mode of life that leaves no margin for doubt. They do not say, "Oh, yeah!" They do not qualify assertions with some tacked-on reservation. For their purposes, their aims have been simplified. One may wonder whether we Americans will have to learn to say "Cheerio!" and "Carry On!" The spirit of a great people is distilled into these slang expressions. J.C.D.

SCHOOL LAW REVIEW

Tenure, Promotion, Dismissal

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

Marriage not a cause for dismissal: A teacher under tenure was married in July 1937. The school board had passed a resolution prior to her marriage which prohibited female teachers who were married from being employed. Acting under the bylaw, the board dismissed the married teacher, who brought suit for a determination of her rights. The court held that the teacher had been improperly discharged, since the board had no power to dismiss teachers for marriage. She was accordingly entitled to be reinstated with salary from the time of her illegal dismissal. *State ex rel. Kundert v. Jefferson Parish School Board*, La. 102, 184 So. 555, Oct. 31, 1938.

Dismissal of married teacher: An efficient female teacher, who had taught the number of years required to gain tenure, married during the school year of 1937-38 and was dismissed on May 9, 1938. The court held that a statute providing for permanent tenure of teachers during efficiency and good behavior does not authorize the discharge of a woman teacher who has served the requisite probationary period, nor does it give a board the right to refuse to reemploy her because of marriage. *State ex rel. Schmidtkunz v. Webb et al*, Wis.; 284 N. W. 6, Feb. 7, 1939.

Under a statute providing for permanent tenure of teachers during efficiency and good behavior, a teacher who had served the requisite probationary period and whose efficiency and good behavior were unquestioned, could not be refused reemployment because of her marriage. *State ex rel. Ryan v. Board of Education, et al*, Wis.; 284 N. W. 12; Feb. 7, 1939.

Promotion and Tenure

An assignment to a new position must meet statutory requirements to be a promotion: The validity of three appointments by a board of education of teachers on tenure without competitive civil service examination to the positions of principals of elementary schools was questioned. All the appointees had previously occupied positions in the city school system, one as a teacher and head of the department of mathematics in a senior high school, another as a supervisor of art, and the third as a coordinating counselor of the city normal

school. The positions previously held were not those of teachers in the elementary school, but the assignments by the board of education did not constitute promotions within the civil service act, but appointments.

The civil service act left to the board of education the powers and responsibilities of administration of schools, including the selection, placing, and transfer of teachers, and at the same time gave the teachers the benefit of the protective provision of the act pertaining to tenure.

To appoint a teacher to be a principal was not a promotion within the act, requiring a competitive examination to make the appointment valid, but merely an assignment from one teaching position to another, since the law exempts teachers and since the statute also provides that any person "is a teacher including principal and supervisors except superintendent of schools and assistant superintendents".

To constitute promotion three things are required for a change in position: (1) a higher rate of compensation, (2) change of duties and responsibilities, (3) the position must require an examination.

If any one of the three requirements is missing, there is no promotion. While some of the three assignments met one or two of these requirements, in each case all three were not present. *Svirhree et al v. Samuelson et al*, Conn.; 2A (2d) 383, November 1, 1938.

Teacher's Conduct

Teacher's conduct, meaning of immorality, incompetency, intemperance: A teacher on tenure, who was dismissed, was married to a proprietor of a lunch room and beer garden, and acted as a waitress after school hours and during vacations in her husband's place of business. On several occasions she drank beer, served beer to customers, shook dice, and showed customers how to play a pin-ball machine in the presence of school children.

The teacher had also been rated as unsatisfactory by the superintendent of schools. The statute provided that the only valid causes for the dismissal of a teacher on tenure were immorality, incompetency, intemperance, cruelty, wilful and persistent negligence, mental derangement, and per-

sistent and wilful violation of the laws of the commonwealth.

The questions before the court were whether the teacher's conduct was immoral or intemperate and whether certain acts connected with her teaching efficiency amounted to incompetency.

The court held that "under the intent and meaning of the act, immorality is not essentially confined to a deviation from sex morality; it may be such a course of conduct as offends the morals of the community and is a bad example to the youth whose ideals a teacher is supposed to foster and to elevate. Nor need intemperance be confined strictly to overindulgence in alcoholic liquors—temperance implies moderation, and a person may be intemperate in conduct without being an alcoholic addict. And so as to incompetency; as we take it, this means, under the Act, incompetency as a teacher—but does this mean that competency is merely the ability to teach the 'Three R's'?

"The term 'incompetency' has a 'common and approved usage'. The context does not limit the meaning of the word to lack of substantive knowledge of the subjects to be taught. Common and approved usage give a much wider meaning. For example, in 31 C. J. with reference to a number of supporting decisions, it is defined: 'A relative term without technical meaning.' It may be employed as meaning disqualifications, or lack of fitness to discharge the required duty.

"It has always been the recognized duty of the teacher to conduct himself in such way as to command the respect and good will of the community, though one result of the choice of a teacher's vocation may be to deprive him of the same freedom of action enjoyed by persons in other vocations."

The teacher was therefore held to have been properly dismissed. *Horosko v. School District of Mount Pleasant Tp. et al*, 6A (2d) 866 reversing 4A (d) 601, 135 Pa. Super. 102 (June 19, 1939).

Allegation concerning one tenure position does not affect tenure in another position: A teacher who was on tenure in a day high school and also in an evening high school was charged with inefficient and incompetent service in the day high school. When the charges were proved, he was dismissed from both tenure positions. The commis-

sioner, however, held that the board had only proved the charges for the day school work and that they must, in order to dismiss the teacher from his evening school tenure position, prefer charges and prove such charges. The teacher was reinstated in his evening school position. *Phillips v. Board of Education of New York City*, 58 State Dept. Rept. 504, Jan. 28, 1938.

Sufficient proof must be in the records to establish improper conduct: The commissioner of education of New York will not substitute his judgment for that of the board of education where there is evidence to substantiate the dismissal of a teacher. It was not the object of the tenure provision of the statute (section 872, N. Y. Education Law) to place unsurmountable obstacles in the way of a board who wished to dismiss incompetent, insubordinate, inefficient teachers, or teachers guilty of misconduct. But where it was claimed that a teacher permitted a police officer to stand in the doorway of her classroom and to discipline a number of pupils, and without supervisory authority permitted a parent to enter the classroom while the class was in session and address the class on the behavior of the pupils, the charge of these acts could not be held sufficient to establish conduct unbecoming a teacher that would premise her dismissal. The further allegation that she made derogatory statements to the pupils and her fellow employees about her supervisors and other employees must be definitely proved, and if insufficient proof is offered the teacher will be reinstated. *D'Auria v. Board of Education of New York City*, 58 State Dept. Rept. 443, Oct. 22, 1937.

Incompetency and inefficiency must be proved: A high-school principal who had been dismissed from his position on charges of incompetency and inefficiency was reinstated upon appeal because the evidence showed that the high-school standard had been raised from below that of the average of the state to above the average during his nine years of service. The commissioner of education held that no evidences of inefficiency or incompetency were proved in accordance with modern practice in conducting a high school. *Cook v. Board of Education of Hornell*, 58 State Dept. Rept. 502, Jan. 22, 1938.



The Neglected Summary

A summary or résumé of a unit or lesson is considered by most teachers as one of the important elements in good teaching. My observations, however, lead me to believe that it is the most neglected of all the various items which go to make up a

lesson plan. It is always provided for in the lesson plan but it often receives scant attention from the teacher during the lesson, due primarily to faulty budgeting of his time.—ERNEST L. DINSMORE in *High Points*.

BOOK REVIEWS

PHILIP W. L. COX and ORLIE M. CLEM, *Review Editors*

Public Education and Economic Trends, by T. L. NORTON. Cambridge, Mass.: Graduate School of Education, Harvard University, 1939. viii + 196 pages, \$1.50.

The relation of economic trends to public education is a problem which has been in the forefront of educational thinking. Professor Norton, an economist, contributes to this problem a series of lectures delivered at Harvard University in the spring of 1939.

The volume deals with the nature of the modern economy, population trends, the shifting pattern of consumers' wants, the progress of technology, the changing character of employment opportunities, and the mobility of labor. In each part there is consideration given to the educational implications of economic trends. These implications are summarized in relation to education for consumption and education for production.

This is a significant analysis of economic trends for the schoolman; the responsibilities of the schools in the present situation are too little understood. In this volume are presented some "musts" for general and vocational secondary schools. J. C. A.

The Meaning of a Liberal Education in the Twentieth Century, edited by I. L. KANDEL. New York: Bureau of Publications, Teachers College, Columbia University, 1939. 355 pages, \$3.70.

The sixteenth yearbook of the International Institute of Teachers College, Columbia University, is devoted to an exploration of the concept of *liberal education* as it has developed and as it is now understood by recognized leaders in seventeen countries. For several of these countries more than one spokesman contribute interpretations.

Dr. Kandel writes an introduction setting forth the history of the adaptations of the concept as older forms ceased to be meaningful, and the obstacles to such adaptations set up by traditionalists with vested interests at stake. Today, the effort to find a nice balance between intellectualism, on the one hand, and feeling and action, on the other hand, is again of primary importance to educational leaders.

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his mind and body to the will of others, when he is ready to yield to the slogans of the propagandist, educators, where they are still free to think for themselves, are challenged to study the meaning of a liberal education, if the ideals which humanity in its long history has struggled to attain are not to be lost."

P.W.L.C.

The Teaching of English Grammar in the Secondary Schools of New Jersey, 1937-38. A Report of an Investigation sponsored by the New Jersey Council of Education and New Jersey State College for Teachers, Montclair, N.J. Ann Arbor: Edwards Brothers, 1940. 39 pages, 50 cents. (Order from P. H. Axtelle, Secretary, Caldwell, N.J.)

High-school principals of 177 schools and 590 high-school teachers of English replied to the Committee's questionnaires. The investigation covered the time spent, objectives, sources of study and supervision, content of instruction, methods, texts, a critical evaluation of current practices, and suggestions of practical needs of the pupils, based on experience. A final section is devoted to conclusions and recommendations.

The concentration of grammar teaching was found to be in the junior high school, its scope differing at the junior-high-school level from that at the senior high school. Although functional grammar was emphasized, an important minority of teachers still emphasized formal grammar, especially in the senior high school. The Committee recommends that other branches of linguistic knowledge, especially semantics, be considered as methods for attaining ends traditionally sought by the teaching of grammar.

P. W. L. C.

Work, Wages, and Education, by AUBREY W. WILLIAMS. Cambridge: Harvard University Press, 1940. 57 pages, \$1.

For the Inglis Lecture of 1940, a social worker statesman who knows the problems of underprivileged youth on a scale that surpasses that of any other man in the world has been called upon. Aubrey W. Williams, as everyone must know, has been the Administrator of the National Youth Administration from its inception. He has brought to his exposition a relatively unique approach. For he discusses the place of work and wages in the development of youth. He believes that they are potentially quite as important as subjects or school regimen. He asserts that there is no longer an unbridgeable gulf between the world of the schoolroom and the world of the workshop. He assumes, perhaps too generously, that "educators" are no longer willing to hand a young man or a young woman a diploma and say, "Now my re-

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Work, Williams insists, is a positive function of the human personality. Hence, development of youth through work and the schooling of youth in institutions must be articulated in time as well as in content. Definite limitation on physical work may be justified up to the time of physical maturity; such limitation may reasonably involve economic dependency. It is a mistake, however, for parents to assume that continued dependency through college and post-graduate years fits youth to cope with the world of adults. Once such a faith is recognized, its absurdity is of course apparent.

The major obstacle to a more intelligent orientation of the school-work-educational complex is the old-world social stereotype, the deep-seated prejudice of class alignment that maintains its dominance in our theoretically democratic society. The coal miner must become as welcome in the drawing room as the lawyer or stock broker, if education is to attain its true functional synthesis of schooling and working for wages. Toward such a devoutly to be hoped for attainment, the N.Y.A. has contributed at least a pattern; at its best it has furnished us an inspiring example. P. W. L. C.

The Influence of Tax-Leeway on Educational Adaptability, by W. D. KNOTT. New York: Bureau of Publications, Teachers College, 1939. x + 84 pages, \$1.60.

This doctorate study was made under the sponsorship of Dr. Paul R. Mort, outstanding authority on educational finance and state aid for education. Tax-leeway is defined in this study as "the amount of potential tax revenue in excess of that levied at present which may be obtained from local resources for all types of local public services. Tax-leeway will express the financial capacity of the community to adapt."

The purpose of the study was to determine whether there is a relation between the amount of tax lee-way in a community and the educational "adaptations" which it provides. The study involved two matched and paired groups of communities in New York State, 15 in each group. The variable factor was the amount of tax-leeway.

Two instruments were used for determining adaptations: A questionnaire to superintendents of schools; Mort and Cornell's *A Guide for Self-appraisal of School Systems*. Years ranging from 1924-25 to 1934-35 were considered in order to



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eliminate the prosperity-depression factor. Knott concludes from his study that "the data support the thesis that educational 'adaptations' show a positive and direct relationship to the abilities of the communities when expressed as tax-leeway. The tax-leeway did prognosticate and influence the patterns of educational adaptations." In Dr. Mort's foreword to the study, he indicates that the "equalization" principle solely in the distribution of state aid is not enough. To this principle must be added the principle of *efficiency or adaptability*.

O. M. C.

An Occupational Classification for Research Workers, College Graduates—Men, by PHILIP J. RULON and ROBERT J. BLANTON. Cambridge, Mass.: Committee on Publications, Harvard University, 1939. 47 pages, 50 cents.

The classification presented in this pamphlet was devised in connection with a study of vocations made by Harvard College graduates. Since some twelve thousand individual cases were involved, and numerous combinations of data were required, a technique was needed which would make it possible to employ modern card-sorting equipment. For this purpose a

simple, comprehensive classification was an absolute necessity.

There would be small logic in attempting a description of the classification in a review. Let it suffice to say here that the authors were manifestly just in their contention that while their technique does not approach "anything like perfection . . . it is *less* unsatisfactory, at least for the purposes indicated . . . than any other classifications which are available."

SAMUEL SPIEGLER

Education and Economic Well-Being in American Democracy, by JOHN K. NORTON. Washington: Educational Policies Commission, N.E.A., 1940. 217 pages, 50 cents.

This very valuable report is the outgrowth of the deliberation of a subcommittee of the Educational Policies Commission—Norton, Counts, and Day—in collaboration with nationally recognized economists, sociologists, and educational specialists. It deals with the economic challenge to an American ideal, the contribution of education to economic well-being, the kinds and amounts of education so justified, and estimates regarding the cost of such education.

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In general the conclusions reached by the Committee do not differ from those that previous investigators and expounders have set forth. There is potential wealth enough in our American society and national resources to provide adequate education and living conditions for every one.

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P.W.L.C.

Exploring Your Community, by MARY PIETERS KEOHANE and ROBERT E. KEOHANE. New York: Harcourt Brace and Company, 1940. lx + 529 pages, \$1.72.

Two years ago, there were few civics books in the field which seemed both new and comprehensive in their treatment of community problems. They have been appearing frequently since then, however. This book is one of the latest, and is different from the average in many respects.

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Although intended for ninth-grade pupils, the vocabulary and phraseology seem somewhat difficult for average pupils at that level. There is very scanty treatment of consumer education, which would seem essential to a pupil's understanding of his problems and those of his community. In general, however, the authors have succeeded quite well in organizing their textbook around "those general, universal social processes which operate wherever people live together in groups." EDWARD J. LESSER

Making Good in High School, by SHIRLEY A. HAMRIN and LOIS MCCOLLOCK. Bloomington, Ill.: McKnight and McKnight, 1939. 94 pages, 48 cents.

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The 1939 College Blue Book: A Research Analysis, by HUBER WILLIAM HURT and HARRIETT HURT. De Land, Fla.: The College Blue Book, 1939. 756 pages.

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Teaching with Motion Pictures: A Guide to Sources of Information and Materials, Teachers College Library Contributions No. 1, by MARY E. TOWNES. Revised Edition. New York: Bureau of Publications, Teachers College, Columbia University, 1940. 29 pages, 35 cents.

This highly useful little guide, first published in 1938, has been completely revised to keep pace "with the rapid changes in the literature of motion pictures in education." Part I covers the educational film as a teaching aid; Part II the theatrical film as an educational force; and Part III, making motion pictures in the school. Each entry is usually accompanied by a brief note concerning its scope and content. Helpful subdivisions throughout the pamphlet facilitate its use.

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The chart is 34 x 28 inches, printed in red and black on heavy paper. The price is one dollar. In twenty parallel columns information is given on all the South and Central American countries and the West Indies. The chart should be of assistance in helping to repair our inadequate knowledge of our neighbors south of the Rio Grande.

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SCHOOL NEWS DIGEST

(Continued from page 178)

of patriotic practices. But the *Journal* appreciated an editorial in the Janesville, Wis., *Gazette*, from which the following is condensed: "The super-patriots have invaded Wisconsin. In Dodgeville school district, electors have passed the first ironclad regulation in this State obligating teachers and pupils to salute the American flag once every school day. Indifference of the majority was shown by the fact that only 21 of some 800 eligible voters went to the polls. Probably there will be no effort to enforce the Dodgeville regulation. We think voluntary saluting and repetition of the pledge to the flag a good thing, but wouldn't give a fig for any patriotic gesture made under compulsion."

LIBRARY DEFENSE: Requests for vocational, industrial, and technical books and pamphlets have overwhelmed librarians since the national defense program started, reports the U. S. Office of Education. For use by librarians as a reading, reference, or buying guide, the American Library Association, Chicago, has prepared a booklist entitled "Industrial Training for National Defense". It was published as Part 2 of the August 1940 *Booklist*, and is also available as a 12-page pamphlet.

DEFENSE: The Vocational Division of the Jackson High School, Charleston, W.Va., offers 34 courses in 13 subjects that come under national defense training, in which 650 pupils are enrolled. That wouldn't be news nowadays—but the 24-page booklet on defense training, which the school published in October, is. Beginning with a striking color photograph of a shop student on the cover, the booklet is largely devoted to excellent full-page photographs showing close-ups of students at work on machines, metal, armatures, etc. Apparently the booklet is intended to appeal, among others, to prospective employers.

TERMINAL: Although 66% of junior-college students prepare to go on into 4-year colleges or universities, only 25% actually do go on, reports Dr. Walter C. Eells, director of the Commission on Junior College Terminal Education. This situation, he insists, is untenable, since "students should not be educated for something they will not do if they can be better educated for the things they will do. The things they will do are to seek employment, enter into citizenship, and establish homes." Proposals for the increase of terminal courses are being studied by the Commission for the American Association of Junior Colleges, and are being discussed in 20 regional conferences this fall.

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